

Transcription: Spelling						
1. Spell words containing each of the 40+ phonemes already taught (<i>Sp St 1; GH St 1</i>)						
2. Spell common exception words (<i>KW 1:1-1:3</i>)						
3. Spell the days of the week (<i>GH 1:1</i>)						
4. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound (<i>Sp St 1; GH 1:2,3</i>)						
5. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (<i>Sp 1:27; GH 1:4,5</i>)						
6. Use the prefix un- (<i>Sp 1:30; GH 1:6</i>)						
7. Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words (<i>Sp 1:28,29; GH 1:7-9</i>)						
8. Apply simple spelling rules and guidance from Stage 1 (<i>Sp St 1; GH St 1:10-13</i>)						
9. Write from memory simple dictated sentences inc the words taught so far (<i>Sp St 1; GH St 1</i>)						
Transcription: Handwriting						
10. Sit correctly at a table, hold a pencil comfortably and correctly						
11. Begin to form lower-case letters in the correct direction, starting and finishing in the right place						
12. Form capital letters and digits 0 – 9						
13. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) (<i>GH 1:14</i>)						
Writing: Composition						
14. Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it						
15. Write sentences: sequencing sentences to form short narratives						
16. Write sentences: re-reading what they have written to check that it makes sense						
17. Discuss what they have written with the teacher or other pupils						
18. Read aloud their writing clearly enough to be heard by their peers and the teacher						
Writing: Vocabulary, Grammar and Punctuation						
19. Leave spaces between words						
20. Joining words and clauses using <i>and</i> (<i>GH 1:15,16</i>)						
21. Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark (<i>GH 1:17-20</i>)						
22. Use capital letters for names of people, places, days of the week, personal pronoun ‘I’ (<i>GH 1:19,20</i>)						
23. Learn how to use Y1 Grammar: (<i>GH St 1</i>)						
24. Use the grammatical terminology for Stage 1 in discussing their writing (<i>GH St 1</i>)						

Word Reading						
1. Apply phonic knowledge and skills as the route to decode words						
2. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes						
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught						
4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word						
5. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings						
6. Read other words of more than one syllable that contain taught GPCs						
7. Read words with contractions (<i>e.g., I'm, I'll, we'll</i>) and understand that the apostrophe represents the omitted letter(s)						
8. Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words						
9. Re-read these books to build up their fluency and confidence in word reading						
Comprehension						
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>						
10. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently						
11. Being encouraged to link what they read or hear read to their own personal experiences						
12. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics						
13. Recognising and joining in with predictable phrases						
14. Learning to appreciate rhymes and poems, and able to recite some by heart						
15. Discussing word meanings, linking new meanings to those already known						
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>						
16. Drawing on what they already know or on background information and vocabulary provided by the teacher						
17. Checking that the text makes sense to them as they read and correcting inaccurate reading						
18. Discussing the significance of the title and events						
19. Making inferences on the basis of what is being said and done						
20. Predicting what might happen on the basis of what has been said so far						
21. Participate in discussion about what is read to them, taking turns and listening to what others say						
22. Explain clearly their understanding of what is read to them						

Assessment Criteria

Mathematics Year 1

Place Value	1. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.								
	2. Count in multiples of twos, fives and tens.								
	3. Given a number, identify one more and one less.								
	4. Identify and represent numbers using objects and pictorial representations inc the number line, and use the language of: equal to, more than, less than (fewer), most, least.								
	5. Read and write numbers from 1 to 20 in numerals and words.								
Add and Sub	6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.								
	7. Represent and use number bonds and related subtraction facts within 20.								
	8. Add and subtract one-digit and two-digit numbers to 20, including zero.								
	9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.								
M	10. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher.								
	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.								
Fract	12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.								
MEASURE	13. Compare, describe & solve pract probs for: lengths/heights (short/tall, half/ double); mass/weight (heavier/lighter); cap/vol (full/empty, more/less); time (quicker/slower/later)								
	14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).								
	15. Recognise and know the value of different denominations of coins and notes.								
	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.								
	17. Recognise and use language relating to dates, including days of the week, weeks, months and years.								
	18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.								
GEOM	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).								
	20. Describe position, directions and movements, including whole, half, quarter and three-quarter turns.								