

# Year 1 Reading Key Objectives

1	Speedily read all the letters and sounds in the alphabet and in the Year 1 spelling list (see copy in booklet)
2	Read accurately by blending known sounds
3	Read common exception words (see Year 1 spelling list in booklet)
4	Read common suffixes (-s, -es, -ing, -ed, -er, -est)
5	Read multi-syllable words containing known sounds e.g. lunchbox
6	Read words with apostrophes e.g. don't and understand the apostrophe replaces a letter
7	Retell familiar stories and traditional tales
8	Recognise and join in with predictable phrases
9	Recite some poetry by heart
10	Understand texts based on prior knowledge or provided information
11	Correct inaccurate reading by checking what is read makes sense
12	Discuss the significance of books' titles and significant events in a book
13	Draw conclusions on the basis of what is said and done in a book
14	Make predictions based on reading so far
15	Explain clearly an understanding of what is read to them



# Year 1 Writing Key Objectives

1	Spell words using the standard sounds
2	Spell common exception words (see Year 1 spelling list in booklet)
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Understand spelling rules for adding 's' to the end of a word
6	Use suffixes -ing, -ed, -er and -est on the ends of words as appropriate
7	Sit and hold writing implement correctly
8	Begin to form lower-case letters correctly
9	Form capital letters
10	Form the digits 0-9
11	Compose a sentence orally before writing
12	Sequence sentences to form short pieces of text
13	Read writing aloud audibly and clearly
14	Leave spaces between words
15	Join words and clauses using 'and'



# Year 1 Maths Key Objectives

1	Count to and across 100 from any number, forwards and backwards
2	Count, read and write numbers to 100
3	Count in multiples of 2, 5 and 10
4	Read and write mathematical symbols: +, - and =
5	Identify "one more" and "one less" than a number up to 100
6	Use number bonds and subtraction facts to 20 e.g. $18 + \underline{\quad} = 20$
7	Add and subtract 1-digit and 2-digit numbers to 20, including zero e.g. $17 - 8 =$
8	Recognise, find and name a half of a shape or quantity
9	Recognise, find and name a quarter of a shape or quantity
10	Measure and begin to record length, mass, volume and time
11	Recognise and know the value of all coins and notes
12	Recognise and use language relating to time such as: before, yesterday, morning, tomorrow, evening, afternoon
13	Tell the time to the hour and half-hour
14	Recognise and name common 2-D shapes e.g. rectangle, square, circle, triangle
15	Recognise and name common 3-D shapes e.g. cube, cuboid, pyramid, sphere



# Year 1 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.  The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> .  If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest



# Year 1 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used



# Year 1 Grammar & Punctuation

## Sentence Structure

1	How words can combine to make sentences
2	Joining words and joining clauses using <b>and</b>

## Text Structure

1	Sequencing sentences to form short pieces of text
---	---

## Punctuation

1	Separating words with spaces
2	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
3	Capital letters for names and for the personal pronoun 'I'

## Terminology for Pupils

1	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
---	---

