



St Nicholas Catholic Primary School
National Curriculum 2014 - **Writing** Age Related Expectations
KEY STAGE 1 - YEAR 1

Can say out loud what they are going to write about.

Can compose a sentence orally before writing it.

To write sentences in order to create short narratives and non-fiction texts.

Can use a range of features of different text types.

Can re-read their writing to check that it makes sense and where appropriate, independently make changes.

To discuss what they have written with a pupil or teacher.

Can write lower case and capital letters in the right direction, starting and finishing in the right place (including numbers)

Can use simple sentence structures (subject and verb)

Can use some compound sentence structures.

Can use adjectives for description.

Can use the co-ordinating conjunction 'and' to link ideas and sentences.

Can use capital letters for Proper nouns, and the personal pronoun 'I'.

Can use finger spaces.

Can begin to punctuate sentences using capital letters and full stops.

Can begin to use question marks.

Can begin to use exclamation marks.

Can name the letters of the alphabet in order.

Can spell most words containing previously taught phonemes (40 +) and GPCs (Grapheme Phoneme Correspondence) accurately.

Can use -s and -es to form regular plurals correctly.

Can use the prefix 'un'.

Can spell simple compound words accurately.

Can add the suffixes -ing -ed -er -est to root words.

Can spell most Y1 common exception words and days of the week accurately (Appendix N.C 1)



St Nicholas Catholic Primary School

National Curriculum 2014 - **Reading** Age Related Expectations

KEY STAGE 1 - YEAR 1

Word Reading

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions (for example, I'm,I'll,we'll) and understand that the apostrophe represents the omitted letter(s).

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read these books to build up their fluency and confidence in word reading.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;

being encouraged to link what they read or hear to their own experiences;

becoming very familiar with key stories, fairy stories and traditional tales;

retelling key stories, fairy stories and traditional tales considering their particular characteristics;

recognising and joining in with predictable phrases;

learning to appreciate rhymes and poems;

recite some rhymes and poems by heart;

discussing word meanings, linking new meanings to those already known.

Comprehension

Understanding both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher;

checking that their text makes sense to them as they read;

as they read correcting in accurate reading;

discussing the significance of the title and event;

making inferences on the basis of what is being said and done;

predicting what might happen on the basis of what has been read so far;

participate in discussion about what is read to them, taking turns and listening to what others say.

explain clearly their understanding of what is read to them.



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National Curriculum 2014 - Reading Age Related Expectations
KEY STAGE 1 - YEAR 1

Number and Place Value

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; count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half];
- mass/weight [for example, heavy/light, heavier than, lighter than];
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter];
- time [for example, quicker, slower, earlier, later].

Measure and begin to record the following:

- lengths and heights;
- mass/weight;
- capacity and volume;
- time (hours, minutes, seconds).

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - Properties of Shape

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles];
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry - Position and Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.