



# Year 1 Coverage for Reading

## Summer Terms 4 and 5 2017-2018



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I know how to segment and blend sounds in some unfamiliar words, using the GPCs (Grapheme Phoneme Correspondents) taught
- I can read aloud and sometimes notice that the text does not make sense. I can re-read with support or guidance.
- I can link what I have read to my own experiences.
- I can provide a simple explanation of an aspect of what is happening in a text.
- I can talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. I can talk about the information I have discovered.
- I am beginning to draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does.
- With help, I am beginning to make predictions about what might happen next.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds and read the simple common exception words from the Year 1 word list.
- I can read words with the following endings: -s, -es, -ing, -ed and -est.
- I am beginning to recognise and read contractions e.g. I'm, I'll, can't
- I can check that texts make sense when reading; self-correct and re-read inaccurate reading.
- I can explain clearly my understanding of what is read.
- I know the differences between fiction and non-fiction texts. I can listen to, discuss and enjoy a range of non-fiction texts; draw on what I already know, and vocabulary provided by the teacher.
- I can infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding.
- I can predict what might happen on the basis of what has been read so far.
- I can participate in discussion about a text, taking turns and listening to others.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- I can read the full range of common frequency words for Year 1.
- I can read words with a range of suffixes, including -s, -es, -ing, -ed and -est.
- I can independently read words of more than one syllable, appropriate to age-related texts.
- I can automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.
- I can discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.
- I can quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
- I can make inferences with confidence, on the basis of what is said and done.
- I can make credible predictions on the basis of what has been read so far.
- I can make useful contributions in discussion about what is read to them, responding to what others say.



# Year 1 Coverage for Writing

## Summer Terms 4 and 5 2017-2018



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- Many of my letters are formed correctly using the pre-cursive style (un-joined).
- My capital letters are formed correctly for my own name and the personal pronoun "I".
- I can use finger spaces between my words.
- I can spell words using each of the phonemes taught so far.
- I can write phrases, captions and simple sentences.
- I can often use "and" to join words and clauses.
- I am beginning to spell some simple words using the prefix -un and some of the suffixes -ing, -ed, -er and -est where no change is made to the root word.
- With prompting, I can include an appropriate adjective to describe something.
- Sometimes I can use a capital letter and full stop to show sentence boundaries.
- With support, I can re-read my writing to check it makes sense.
- I can name most letters of the alphabet and some letter sequences in alphabetical order.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I am beginning to form lower case letters correctly, starting and finishing in the correct place.
- I can spell words containing each of the 40+ phonemes. (Including some alternative Phase 5 digraphs eg oi, oy)
- I am beginning to use the spelling rule for adding -s or adding -es as the plural marker for nouns.
- I can spell words using the prefix -un and the suffixes -ing, -ed, -er and -est, where no change is needed to the root word.
- I can write sentences which can be clearly understood and sequence sentences to form short narratives.
- I join words using "and" and I am beginning to use other joining words (but, so, because).
- I can sometimes use adjectives for description.
- I am beginning to punctuate sentences using a capital letter and a full stop, sometimes using a question mark or an exclamation mark.
- I can use a capital letter for names of people, places, the days of the week and "I".
- I can spell the days of the week and name letters of the alphabet in order.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I ensure that most letters are correctly formed and orientated, including lower case, capital letters and digits.
- Some of my letters may be joined.
- Spaces between my words are appropriate in size.
- I can spell words containing all of the 40+ phonemes; demonstrating more confidence with consonant digraphs and vowel digraphs.
- I know how a prefix or suffix affects the meaning of the word.
- I can spell some common contractions eg it's, can't, don't.
- I can write sequences of accurate sentences to form narratives based on real or fictional experiences.
- I can experiment with a range of joining words.
- I can more reliably use a capital letter and full stop to show sentence boundaries. I use capital letters for people, places, days of the week and "I".
- I sometimes use a question mark or an exclamation mark in the right place.
- I can independently use adjectives for description.
- I write sentences which are usually grammatically accurate.
- I can independently, and without prompting, re-read my writing to check that it makes sense and make some appropriate revisions.



# Year 1 Coverage for Maths

## Summer Terms 4 and 5 2017-2018



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- Count to and across 100, forwards **and backwards**, beginning with 0 or 1, or from any given number.
- I am beginning to recall doubles and halves of numbers to 10.
- I can solve one-step problems independently that involve addition and subtraction, using concrete objects and pictorial representations.
- I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- I can solve simple measure problems practically using direct comparison and non-standard units and use language such as: heavier, lighter, longer, shorter.
- I can partition numbers 20. using part whole model.
- I know 1 more and 1 less to 20.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can demonstrate fluency when counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number and when counting in multiples of 2s, 5s and 10s.
- I can double and halve numbers to 20
- I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- I can solve more complex problems involving money and other measures including time.
- I can partition numbers to 99 using manipulatives like the part whole model or Diennes equipment.
- I know 2 more and 2 less to 100.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can count in 2s, 5s and 10s forwards and backwards from 0-100.
- I can find half or quarter of an amount to 20.
- I can share an amount into equal groups and I can relate it to finding half or a quarter.
- I can name most simple 3D shapes and know properties for some.
- I can solve one or two step problems and say how I found the answer.
- I can partition numbers to 100 in my head.
- I know 2 more and 2 less past 100.