



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

- I know to sound each phoneme out.
- With support, I can segment the sounds in simple words and blend them together.
- I can read some common exception words (eg the, to, I, no, go).
- I can talk about the events in a simple story.
- I can retell a story in my own words.
- I can predict what might happen in a repetitive story.

## Year 1 Coverage for Reading

### Autumn Term 1 2018–2019

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

- I can apply my growing phonic knowledge to decode some words.
- I know how to segment and blend sounds in some unfamiliar words, using the GPCs (Grapheme Phoneme Correspondents) taught (support may still be needed).
- I can read and understand simple sentences.
- I can read the common exception words from Phase 3 and 4.
- I am beginning to offer words to describe a scene or character and talk about how a character felt.
- I can say what a character might do midway through a story.
- I can participate in discussion about what is read, sometimes being able to answer questions or offer comments.



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- I know how to segment and blend sounds in some unfamiliar words, using the GPCs (Grapheme Phoneme Correspondents) taught.
- I can read a range of simple common exception from Phases 2 to 5.
- 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 add my own details to a story.
- I can talk about new words and what they mean.
- With help, I am beginning to make predictions about what might happen next.



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

- I can form some of my letters correctly
- I can spell some words using the Phase 2 and/ Phase 3 phonemes taught so far
- I can say out loud what I am going to write.
- With support, I can write simple labels and phrases.
- With support, I can use a capital letter to begin my name.

## Year 1 Coverage for Writing

### Autumn Term 1 2018–2019

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

- I can form many of my letters correctly
- I can sometimes use finger spaces between my words
- I can spell many words containing adjacent consonants and the common exception words from Phase 4
- I can write simple phrases and captions
- With support, I can suggest a simple adjective to describe
- With support, I can use a capital letter at the start of simple sentences



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- I can form my lower case letters correctly and am starting to form my capital letters too
- I can use finger spaces between my words
- I can spell words containing the Phase 5 phonemes taught so far and I am beginning to spell some Phase 5 common exception words
- I can write phrases, captions and simple sentences
- I can use a simple adjective in a sentence to describe
- Sometimes I can use a capital letter and full stop to show sentence boundaries



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

- I can count sets of objects to 20, though I may need to be reminded to check for accuracy.
- I can say if a set of objects has less or more.
- With support, I can add two sets to find the total.
- I can represent addition and subtraction calculations using objects and pictorial representations.
- With support, I can understand place value of the numbers to 20
- I can memorise number bonds to 5 and use objects to show this

## Year 1 Coverage for Maths

### Autumn Term 1 2018–2019

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

- I can confidently count sets of objects to 20. I understand that the number of objects stays the same when rearranged
- I can compare the number of number of objects in two sets using word like: more, less, greater than, less than
- I can add two sets to find the total
- I can add by counting on
- I can subtract by taking away
- I can subtract by using a numberline
- I understand the place value of numbers to 20
- I am beginning to memorise some number bonds to 10



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

- I have met **all** of the **working at** criteria and now I can:
- Explain how I have worked out my answer
  - Represent my answer in different ways (pictorial, concrete, abstract)
  - I can apply my knowledge to solve maths problems
  - I can begin to justify my answer by applying the “make it, draw it, prove it” mastery approach