



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.

## Year 1 Coverage for Reading

### Summer Terms 4 and 5 2018–2019

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 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.



# Year 1 Coverage for Writing



## Summer Terms 4 and 5 2018–2019

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.
- 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.

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.
- 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 experiment with a range of joining words.
- 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 2018–2019



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

- I can count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.
- I can count, read and write numbers to at least 20 in numerals.
- I recognise place value in numbers to 20 and some beyond by reading, writing, counting and comparing numbers, supported by objects or pictorial representations (e.g. deennes)
- I can count in multiples of 2 and 10. Begin to count in multiples of 5.
- I can recognise odd and even numbers to 20.
- I can identify 1 more and 1 less from a given number, working with numbers to 20 and sometimes beyond.
- I can recognise and sort coins to £1.
- I can read o'clock times. Show o'clock times on an analogue clock and draw hands to show o'clock times.

Areas of learning for children assessed as **working at** 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 can count, read and write numbers to 100 in numerals.
- I recognise place value in numbers beyond 20 by reading, writing, counting, ordering and comparing numbers up to 100, supported by objects and pictorial representations.
- I can count in multiples of twos, fives and tens.
- I can count totals of 2p, 5p and 10p coins.
- I can identify one more and one less to 100 from a given number.
- I can identify and represent numbers (to 100) using objects and pictorial representations including the number line.
- I can recognise and know the value of different denominations of coins and notes including £2, £5, £10
- I can read the time to the hour and half past the hour and draw the hands on a clock face to show these times. Begin to tell the quarter to and past times.

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)
  - Apply my knowledge to solve maths problems
  - Justify my answer by applying the “make it, draw it, prove it” mastery approach
  - Consistently use the language of: equal to, more than, less than (fewer), most, least accurately when comparing numbers and expressions.
  - Identify and represent numbers using increasingly complex representations including the number line.
  - Solve more complex problems involving money and other measures including time.