

Year 1 curriculum TT statements – Reading, Writing, Maths and Science

Reading

Word Reading Comprehension

Apply phonic knowledge and skills as the route to decode words	Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending	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 he/she can read independently	read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher
Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes	Read other words of more than one syllable that contain taught GPCs	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences	Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading
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 words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)	Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words	Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases	Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done
Read many common exception words from (English appendix 1)	Re-read phonically decodable books to build up fluency and confidence in word reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings		Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart	Participate in discussion about what is read to him/her, taking turns and listening to what others say

		Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known	Explain clearly his/her understanding of what is read to him/her
			Answer questions in discussion with the teacher and make simple inferences

Writing

Spelling

Handwriting

Composition

Vocabulary, Grammar and Punctuation

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Sit correctly at a table, holding a pencil comfortably and correctly	Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun
Spell words containing each of the 40+ phonemes already taught	Form most lower-case letters correctly	Write down one of the sentences that he/she has rehearsed	Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper
Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes	Form lower-case letters in the correct direction, starting and finishing in the right place	Compose and write sentences independently to convey ideas	Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat
Spell a few common exception words (e.g. I, the, he, said, of)	Form capital letters	Write sentences, sequencing them to form short narratives (real or fictional)	Understand how words can combine to make sentences
Spell some common exception words	Form digits 0-9	Write sentences by re- reading what he/she has written to check that it makes sense	Join words and clauses using and
Spell the days of the week	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	Discuss what he/she has written with the teacher or other pupils	Separate words with spaces

Name the letters of the alphabet in order		Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Use capital letters and full stops to demarcate sentences in some of his/her writing
Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound			Begin to punctuate work using question marks and exclamation marks
Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs			Use a capital letter for names of people, places, the days of the week, and the personal pronoun I
Add prefixes and suffixes using the prefix un-			Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark
Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest			
Apply simple spelling rules and guidance, as listed in (English Appendix 1)			
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			
Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)			

Maths

Number- Number and Place Value
and Division

Number- Fractions

Number- Addition and Subtraction
Measurement

Number- Multiplication
Geometry – Properties of Shape

Geometry – Position and Direction

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half
Count and read numbers to 100 in numerals	Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than
Count and write numbers to 100 in numerals	Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$)			Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter
Count in multiples of twos, fives and tens from 0	Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)			Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
Identify one more and one less of a given number	Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)			Measure and begin to record mass/weight
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	Represent and use number bonds within 20			Measure and begin to record capacity and volume
Read and write numbers from 1 to 20 in numerals	Represent and use subtraction facts within 20			Measure and begin to record time (hours, minutes, seconds)
Read and write numbers from 1 to 20 in words	Add one-digit and two-digit numbers to 20, including zero			Recognise and know the value of different denominations of coins and notes

Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives	Subtract one-digit and two-digit numbers to 20, including zero			Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones	Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations			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
				Measure and begin to record length/height
Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles	Describe position, direction and movement, including whole, half, quarter and three- quarter turns			
Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres				

Science

Seasonal Changes

Materials Animals Including Humans

Plants

Working scientifically

Observe changes across the four seasons	Distinguish between an object and the material from which it is made	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Start to discuss what they have found out
Observe and describe weather associated with the seasons and how day length varies	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Identify and describe the basic structure of a variety of common flowering plants, including trees	Start to ask and suggest answers to simple scientific questions
				Use first-hand practical experiences to find answers
				Begin to gather and record data simply using pictures and words
	Describe the simple physical properties of a variety of everyday materials	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		Start to observe closely
	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Perform simple tests with support
				Begin to use simple equipment e.g. egg timers, hand lenses