

Year 1 Reading	Word Reading	Comprehension ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:	
Pupils should be taught to:	▪ apply phonic knowledge and skills as the route to decode words	▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	
Pupils should be taught to:	▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	▪ being encouraged to link what they read or hear read to their own experiences	
Pupils should be taught to:	▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	
Pupils should be taught to:	▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	▪ recognising and joining in with predictable phrases	
Pupils should be taught to:	▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	▪ learning to appreciate rhymes and poems, and to recite some by heart	
Pupils should be taught to:	▪ read other words of more than one syllable that contain taught GPCs	▪ discussing word meanings, linking new meanings to those already known	
Pupils should be taught to:	▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	▪ understand the books they can already read accurately by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher	▪ understand the books they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher
Pupils should be taught to:	▪ 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	▪ understand the books they can already read accurately by: ▪ checking that the text makes sense to them as they read and correcting inaccurate reading	▪ understand the books they listen to by: ▪ checking that the text makes sense to them as they read and correcting inaccurate reading
Pupils should be taught to:	▪ re-read these books to build up their fluency and confidence in word reading.	▪ understand the books they can already read accurately by: ▪ discussing the significance of the title and events	▪ understand the books they listen to by: ▪ discussing the significance of the title and events
Pupils should be taught to:		▪ understand the books they can already read accurately by: ▪ making inferences on the basis of what is being said and done	▪ understand the books they listen to by: ▪ making inferences on the basis of what is being said and done
Pupils should be taught to:		▪ understand the books they can already read accurately by: ▪ predicting what might happen on the basis of what has been read so far	▪ understand the books they listen to by: ▪ predicting what might happen on the basis of what has been read so far
Pupils should be taught to:		▪ participate in discussion about what is read to them, taking turns and listening to what others say	
Pupils should be taught to:		▪ explain clearly their understanding of what is read to them.	

Year 1 Writing	Transcription	Handwriting	Composition	Writing – vocabulary, grammar and punctuation ▪ learning the grammar for year 1 in English Appendix 2
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ spell: ▪ words containing each of the 40+ phonemes already taught	▪ sit correctly at a table, holding a pencil comfortably and correctly	▪ write sentences by: ▪ saying out loud what they are going to write about	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ joining words and joining clauses using and
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ spell: ▪ common exception words	▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place	▪ write sentences by: ▪ composing a sentence orally before writing it	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words
Pupils should be taught to:	Spelling (see English Appendix 1) ▪ spell: ▪ the days of the week	▪ form capital letters	▪ write sentences by: ▪ sequencing sentences to form short narratives	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Pupils should be taught to:	▪ name the letters of the alphabet:	▪ form digits 0-9	▪ write sentences by: ▪ re-reading what they have written to check that it makes sense	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Pupils should be taught to:	▪ naming the letters of the alphabet in order	▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	▪ discuss what they have written with the teacher or other pupils	▪ use the grammatical terminology in English Appendix 2 in discussing their writing.
Pupils should be taught to:	▪ using letter names to distinguish between alternative spellings of the same sound		▪ read aloud their writing clearly enough to be heard by their peers and the teacher.	
Pupils should be taught to:	▪ 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			
Pupils should be taught to:	▪ add prefixes and suffixes: ▪ using the prefix un–			
Pupils should be taught to:	▪ add prefixes and suffixes: ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]			
Pupils should be taught to:	▪ apply simple spelling rules and guidance, as listed in English Appendix 1			
Pupils should be taught to:	▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			

Year 1 Maths	Number and place value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry Properties of Shape Position and Direction
<i>Pupils should be taught to:</i>	count to 100 , forwards and backwards, beginning with 0 or 1, or from any given number	read, write 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 [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]	describe position, direction and movement, including whole, half, quarter and three- quarter turns.
<i>Pupils should be taught to:</i>	count across 100 , forwards and backwards, beginning with 0 or 1, or from any given number	represent and use number bonds and related subtraction facts within 20	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.	measure and begin to record the following: lengths and heights mass/weight capacity and volume	recognise and name common 2-D , including: [for example, rectangles (including squares), circles and triangles] 3-D shapes , including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
<i>Pupils should be taught to:</i>	count, read and write numbers to 100 in numerals;	add and subtract one-digit and two-digit numbers to 20, including zero			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	
<i>Pupils should be taught to:</i>	count in multiples of twos, fives and tens	solve one-step problems that involve addition using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.			compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later] measure and begin to record the following: time (hours, minutes, seconds)	
<i>Pupils should be taught to:</i>	given a number, identify one more and one less	solve one-step problems that involve subtraction using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.			tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
<i>Pupils should be taught to:</i>	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				recognise and know the value of different denominations of coins and notes	
<i>Pupils should be taught to:</i>	read and write numbers from 1 to 20 in numerals and words.					

