



Year 1

Core Curriculum Framework

Year 1 READING

Key Performance Indicators

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words
- Reads common exception words
- Reads 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
- Develops pleasure in reading, motivation to read, vocabulary and understanding by:
 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
 2. becoming very familiar with key stories, fairy stories and traditional tales.
- Understands both the books they can already read accurately and fluently and those they listen to by:
 1. checking that the text makes sense to them as they read;
 2. as they read, correcting inaccurate reading;
 3. discussing the significance of the title and events; and predicting what might happen on the basis of what has been read so far.

Performance standard

With reference to the KPIs

By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.

A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first.

Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically.

A child can:

- read words with suffixes with support to build on the root words that can be read already;
- retell some familiar stories that have been read and discussed with them or that they have acted out;
- listen to stories, poems and non-fiction that cannot yet be read independently;
- understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and
- take part in a discussion, considering the opinions of others, with support.

Year 1, WRITING

Key Performance Indicators

Begins to form lower-case letters in the correct direction, starting and finishing in the right place

Writes sentences by:

- sequencing sentences to form short narratives; and
- re-reading what has been written to check that it makes sense.

Spells words containing each of the 40+ phonemes already taught

Names the letters of the alphabet in order

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

Performance standard

With reference to the KPIs

By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.

A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.

A child can:

- sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;
- read back words that have been spelt;
- spell some words in a phonically plausible way, even if sometimes incorrectly;
- write simple dictated sentences that include words taught so far;
- demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and
- recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.

A child is able to form letters correctly and confidently

A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary

Year 1, MATHS

Key Performance Indicators	Performance standard
<p>Number and place value</p> <ul style="list-style-type: none">Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given numberCounts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tensGiven a number, identifies one more and one lessAddition and subtractionRepresents and uses number bonds and related subtraction facts within 20 <p>Fractions (including decimals)</p> <ul style="list-style-type: none">Recognises, finds and names a half as one of two equal parts of an object, shape or quantity <p>Measurement</p> <ul style="list-style-type: none">Compares, describes and solves practical problems for:<ol style="list-style-type: none">lengths and heights eg long/short, longer/shorter, tall/short, double/half;mass/weight eg heavy/light, heavier than, lighter than;capacity and volume eg full/empty, more than, less than, half, half full, quarter; andtime eg quicker, slower, earlier, later.Tells the time to the hour and half past the hour and draws the hands on a clock face to show these <p>Properties of shape</p> <ul style="list-style-type: none">Recognises and names common 2-D and 3-D shapes, including:<ol style="list-style-type: none">2-D shapes eg rectangles (including squares), circles and triangles;3-D shapes eg cuboids (including cubes), pyramids and spheres.	<p><i>With reference to the KPIs</i></p> <p>By the end of Y1, a child should be fluent with whole numbers and counting</p> <p>A child has a developing knowledge of addition and subtraction using concrete objects and pictorial representations</p> <p>A child can describe and compare different quantities such as length, mass and capacity/volume.</p> <p>A child is beginning to recognise simple fractions</p> <p>A child is beginning to tell the time</p> <p>Children should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</p>