

Year 1**What will my child be doing in Year 1?**

At the age of 5 and 6 your child will be in Year 1.

Year 1 is the first of 2 years where your child will be working at Key Stage 1. At the end of key Stage 1 your child should have reached a particular level of skills, knowledge and understanding.

Schools use targets to check each child's progress so they can adapt their teaching to best serve the child.

Some children will not progress as quickly as others or have special educational needs. Parents and carers have a key role in the educational development of their child. It is important to communicate with your child's teacher, take an interest in what your child is learning at school and praise your child when they have done well.

YEAR 1 NUMERACY TARGETS

The Primary Years

By the end of Year 1, most children should be able to:

- Count at least 20 objects
- Count backwards and forwards in ones starting from a small number
- Count forwards and backwards in tens (zero, ten, twenty, thirty...)
- Read and write numbers to at least 20
- Put the numbers 0 to 20 in order
- Use the words *first, second, third*
- Given a number from 10 to 20 say the number that is 1 more, 1 less, 10 more, 10 less
- Use the words *add, sum, total, take away, subtract, difference between...* in practical situations
- Know by heart all pairs of numbers that make 10 eg $3 + 7 = 10$
- Add and subtract two numbers under 10
- Compare two objects or containers and say which is longer or shorter, or heavier or lighter, or which holds more
- Name and describe flat and solid shapes eg *it's got 3 corners*

YEAR 1 LITERACY TARGETS

There are 12 areas that make up the various aspects of literacy for Year 1. Literacy is a massive subject area and is obviously of extreme importance in your child's development. Do bear in mind these are only guides to performance. At this very young age there will be a wide range of abilities within each class.

1. Speaking
2. Listening and responding
3. Group discussion, interaction
4. Drama
5. Word recognition
6. Word structure, spelling
7. Understand and interpret texts
8. Engage with, respond to texts
9. Creating and shaping texts
10. Text structure and organisation
11. Sentence structure, punctuation
12. Presentation

The Primary Years

1. Speaking

- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language
- Interpret a text by reading aloud with some variety in pace and emphasis
- Experiment with and build new stores of words to communicate in different contexts

YEAR 1 LITERACY TARGETS**2. Listening responding**

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to and follow instructions accurately, asking for help and clarification if necessary
- Listen to tapes or video and express views about how a story or information has been presented

3. Group discussion, interaction

- Take turns to speak, listen to each other's suggestions and talk about what they are going to do
- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group's views to the class

4. Drama

- Explore familiar themes and characters through improvisation and role-play
- Act out their own and well-known stories, using voices for characters
- Discuss why they like a performance

5. Word recognition

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

YEAR 1 LITERACY TARGETS

6. Word structure, spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, /y/, -er
- Read and spell phonically decodable two-syllable and three-syllable words

7. Understand and interpret texts

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Explore the effect of patterns of language and repeated words and phrases

8. Engage with, respond to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
- Distinguish fiction and non-fiction texts and the different purposes for reading them

YEAR 1 LITERACY TARGETS

9. Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Convey information and ideas in simple non-narrative forms
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and screen that combine words with images (and sounds)

10. Text structure and organisation

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject

The Primary Years

11. Sentence structure, punctuation

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

12. Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts