



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Reading Age Related Expectations

### KEY STAGE 1 – YEAR 1



Strand	Objective
Word	1 Apply phonic knowledge and skills as the route to decode words.
	2 [KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
	3 [KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
	4 [KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	5 Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
	6 Read other words of more than one syllable that contain taught GPCs.
	7 Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
	8 [KEY] 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.
	9 Re-read these books to build up their fluency and confidence in word reading.
Comprehension	10 [KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
	11 Being encouraged to link what they read or hear read to their own experiences.
	12 [KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	13 Recognising and joining in with predictable phrases.
	14 Learning to appreciate rhymes and poems, and to recite some by heart.
	15 Discussing word meanings, linking new meanings to those already known.
	16 Drawing on what they already know or on background information and vocabulary provided by the teacher.
	17 [KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.
	18 [KEY] Discussing the significance of the title and events.
	19 Making inferences on the basis of what is being said and done.
	20 [KEY] Predicting what might happen on the basis of what has been read so far.
	21 Participate in discussion about what is read to them, taking turns and listening to what others say.
	22 Explain clearly their understanding of what is read to them.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Writing Age Related Expectations



### KEY STAGE 1 – YEAR 1

Strand	Objective
Transcription	1 [KEY] Spell words containing each of the 40+ phonemes already taught.
	2 Spell common exception words.
	3 Spell the days of the week.
	4 [KEY] Naming the letters of the alphabet in order.
	5 Using letter names to distinguish between alternative spellings of the same sound.
	6 Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
	7 Add prefixes using the prefix un-.
	8 Add 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].
	9 Apply simple year 1 spelling rules and guidance.
	10 [KEY] Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Hand writing	11 Sit correctly at a table, holding a pencil comfortably and correctly.
	12 [KEY] Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
	13 Form capital letters.
	14 Form digits 0-9.
	15 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Composition	16 Saying out loud what they are going to write about.
	17 Composing a sentence orally before writing it.
	18 [KEY] Sequencing sentences to form short narratives.
	19 [KEY] Re-reading what they have written to check that it makes sense.
	20 Discuss what they have written with the teacher or other pupils.
	21 Read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary Grammar Punctuation	22 Leaving spaces between words.
	23 Joining words and joining clauses using 'and'.
	24 [KEY] Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
	25 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
	26 Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.
	27 Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].
	28 Understanding how the prefix un- changes the meaning of verbs and adjectives.
	29 Understanding how words can combine to make sentences.
	30 Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Mathematics Age Related Expectations

### KEY STAGE 1 – YEAR 1



Strand	Objective	
Number & Place Value	1	[KEY] Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	2	[KEY] Count, read and write numbers to 100 in numerals.
	3	Count in multiples of twos, fives and tens.
	4	[KEY] Given a number, identify one more and one less.
	5	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.
	6	Read and write numbers from 1 to 20 in numerals and words.
Addition & Subtraction	7	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	8	[KEY] Represent and use number bonds and related subtraction facts within 20.
	9	Add and subtract one-digit and two-digit numbers to 20, including zero.
	10	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .
Multiplication	11	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Fractions	12	[KEY] Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
	13	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	14	[KEY] Compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half].
	15	[KEY] Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than].
	16	[KEY] Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].
	17	[KEY] Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].
	18	Measure and begin to record lengths and heights.
	19	Measure and begin to record mass/weight.
	20	Measure and begin to record capacity and volume.
	21	Measure and begin to record time (hours, minutes, seconds).
	22	Recognise and know the value of different denominations of coins and notes.
	23	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
	24	Recognise and use language relating to dates, including days of the week, weeks, months and years.
	25	[KEY] Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	Shape	26
27		[KEY] Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
Position	28	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Science Age Related Expectations

### KEY STAGE 1 – YEAR 1



Strand	Objective		
Working Scientifically	1	Beginning to ask simple questions and recognising that they can be answered in different ways. ↳ <b>GD objective:</b> Beginning to ask a wider range of simple questions and recognise that they can be answered in different ways.	
	2	Beginning to observe more closely, using simple equipment. ↳ <b>GD objective:</b> Beginning to observe more closely and independently, using simple equipment.	
	3	Beginning to perform simple tests. ↳ <b>GD objective:</b> Beginning to perform a range of simple tests.	
	4	Beginning to identify and classify. ↳ <b>GD objective:</b> Beginning to identify and classify with less adult support.	
	5	Beginning to use their observations and ideas to suggest answers to questions. ↳ <b>GD objective:</b> Beginning to use their observations and ideas to suggest independent answers to questions.	
	6	Beginning to gather and record simple data to help in answering questions. ↳ <b>GD objective:</b> Beginning to gather and record a wider set of data to help in answering questions.	
	Plants	7	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ↳ <b>GD objective:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, comparing different species.
		8	Identify and describe the basic structure of a variety of common flowering plants, including trees. ↳ <b>GD objective:</b> Identify, group and explain the structure of a variety of common flowering plants, including trees.
		Animals	9
	10		Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ↳ <b>GD objective:</b> Identify and compare a variety of common animals that are carnivores, herbivores and omnivores.
	11		Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). ↳ <b>GD objective:</b> Explain and compare the structure and characteristics of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) independently.
	12		Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ↳ <b>GD objective:</b> Identify, name, draw and label the basic parts of the human body, say which part of the body is associated with each sense and explain what they do.

Everyday Materials	13	Distinguish between an object and the material from which it is made.
		↳ <b>GD objective:</b> Distinguish between an object and the material from which it is made, and identify the multiple materials that make single objects.
	14	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
		↳ <b>GD objective:</b> Identify and compare a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
	15	Describe the simple physical properties of a variety of everyday materials.
		↳ <b>GD objective:</b> Independently describe the physical properties of a variety of everyday materials and suggest their uses.
Seasons Changes	16	Compare and group together a variety of everyday materials on the basis of their simple physical properties.
		↳ <b>GD objective:</b> Evaluate and organise a variety of everyday materials on the basis of a range of their physical properties.
	17	Observe changes across the four seasons.
		↳ <b>GD objective:</b> Observe, compare and contrast changes across the four seasons.
	18	Observe and describe weather associated with the seasons and how day length varies.
		↳ <b>GD objective:</b> Observe and describe weather associated with the seasons, how day length varies and that different countries have different weather patterns.