Year 1

Curriculum Objectives

READING

Objective	Child Speak Target	Greater Depth Target
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ↳ **GD objective:** Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; reading them or finding them in words.	*I quickly read my given letters or groups of letters.*	*I quickly read my given letters or groups of letters and can read them or find them in words.*
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ↳ **GD objective:** Confidently read accurately by more fluently blending sounds in unfamiliar words containing GPCs that have been taught.	*I read new words by blending letter sounds together.*	*I confidently read new words by blending letter sounds together.*
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ↳ **GD objective:** Accurately read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	*I can read some unusual words.*	*I can read some unusual words and spot connections between them.*
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. ↳ **GD objective:** Confidently 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.	*I correctly read aloud the words from my book.*	*I confidently read aloud the words from my book.*
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 they can read independently. ↳ **GD objective:** Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and comparing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	*I listen and discuss what I have read, including poems, stories and non-fiction books.*	*I listen and discuss what I have read, comparing poems, stories and non-fiction books.*

Objective	Child Speak Target	Greater Depth Target
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. ↳ **GD objective:** Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with and comparing key stories, fairy stories and traditional tales, retelling them and considering their key characteristics.	*I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.*	*I can compare some special stories we have worked on in class and even re-tell them to my teacher.*
Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. ↳ **GD objective:** Understand both the books they can already read accurately and fluently and those they listen to by independently checking that the text makes sense to them as they read and correcting inaccurate reading.	*I check what I am reading makes sense as I am reading through it.*	*I accurately check what I am reading makes sense as I am reading through it.*
Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. ↳ **GD objective:** Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events and comparing these with different books.	*I discuss the titles and events from the books I read.*	*I discuss the titles and events from the books I read and compare different books.*
Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. ↳ **GD objective:** Understand both the books they can already read accurately and fluently and those they listen to by accurately predicting what might happen on the basis of what has been read so far.	*I like to predict what happens next based on what I have read so far.*	*I accurately predict what happens next based on what I have read so far.*

WRITING

Objective	Child Speak Target	Greater Depth Target
Spell words containing each of the 40+ phonemes already taught. ↳ **GD objective:** Spell words containing each of the 40+ phonemes already taught and use them correctly when writing	*I can spell my word list accurately.*	*I can spell my word list accurately when I am writing sentences.*
Spell common exception words. ↳ **GD objective:** Spell common exception words and use them correctly in their writing.	*I can spell some unusual words correctly.*	*I can spell more unusual words correctly and use them correctly in my writing.*
Spell the days of the week. ↳ **GD objective:** Spell the days of the week and use them in a sentence.	*I can spell the days of the week.*	*I can spell the days of the week and use them in a sentence.*
Naming the letters of the alphabet in order. ↳ **GD objective:** Confidently name the letters of the alphabet in order and out of order.	*I know the names of all the letters of the alphabet in order.*	*I know the names of all the letters of the alphabet in order and out of order.*
Using letter names to distinguish between alternative spellings of the same sound. ↳ **GD objective:** Confidently use letter names to distinguish between alternative spellings of the same sound	*I know some sounds can be spelled in different ways using different letters.*	*I use a range of sounds that can be spelled in different ways using different letters.*
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. ↳ **GD objective:** Independently 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, and apply it in sentences.	*I use word endings such as -s and -es to change a word to mean more than one.*	*When writing sentences, I use word endings such as -s and -es to change a word to mean more than one*
Add prefixes using the prefix un-. ↳ **GD objective:** Independently add prefixes using the prefix un- in their writing.	*I know how to add un- at the beginning of a word to create a new word.*	*I add un- at the beginning of a word to create a new word when I am writing sentences.*

Objective	Child Speak Target	Greater Depth Target
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]. ↳ **GD objective:** Confidently 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], using them in their writing.	*I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.*	*I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and can use them in my writing.*
Apply simple year 1 spelling rules and guidance. ↳ **GD objective:** Apply simple year 1 spelling rules and guidance in their work without support.	*I can spell the words correctly in my Year 1 spelling list.*	*I can correctly spell the words correctly in my Year 1 spelling list when I write sentences.*
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ↳ **GD objective:** Write from memory longer sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	*I can write out a sentence told to me by my teacher.*	*I can write out a longer more difficult sentence told to me by my teacher.*
Sit correctly at a table, holding a pencil comfortably and correctly. ↳ **GD objective:** Consistently sit correctly at a table, holding a pencil comfortably and correctly without being reminded.	*When writing, I sit and hold a pencil correctly.*	*When writing, I always sit and hold a pencil correctly without help.*
Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ↳ **GD objective:** Confidently form lower-case letters in the correct direction, starting and finishing in the right place.	*I can write some of my letters correctly, starting and finishing in the right place.*	*I can write lower case letters correctly,starting and finishing in the right place.*
Form capital letters. ↳ **GD objective:** Accurately form capital letters that are all the same size.	*I can write some capital letters.*	*I can carefully write capital letters that are all the same size.*
Form digits 0-9. ↳ **GD objective:** Form digits 0-9 correctly and use them in their work accurately.	*I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.*	*I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly and use them in my work.*
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. ↳ **GD objective:** Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and form them correctly in their writing.	*I can tell you how some letters are similar and can be put into groups.*	*I can tell you how some letters are similar and can be put into groups. I can write them correctly in my writing.*

Objective	Child Speak Target	Greater Depth Target
Write sentences by saying out loud what they are going to write about. ↳ **GD objective:** Independently write longer sentences by saying out loud what they are going to write about including the key details.	*Before I write a sentence, I can say out loud what I am going to write.*	*Before I write longer sentences, I can say out loud what I am going to write that includes more detail.*
Write sentences by composing a sentence orally before writing it. ↳ **GD objective:** Independently writes sentences by composing a longer sentence orally before writing it.	*I can think of and say a sentence before I write it.*	*I can think of and say longer sentences before I write it without support.*
Write sentences by sequencing sentences to form short narratives. ↳ **GD objective:** Write sentences by sequencing sentences to form short, creative narratives.	*I can write a text by thinking of a list of sentences in the order I need.*	*I can write a text by thinking of a list of sentences, ordering them in a creative way.*
Write sentences by re-reading what they have written to check that it makes sense. ↳ **GD objective:** Write sentences by independently re-reading what they have written to carefully check that it makes sense.	*I check my sentences make sense by re-reading them.*	*Independently, I check my sentences make sense by carefully re-reading them.*
Discuss what they have written with the teacher or other pupils. ↳ **GD objective:** Discuss and evaluate what they have written with the teacher or other pupils.	*I can discuss what I have written with the teacher or my friends.*	*I can discuss what I have written with the teacher or my friends, saying what is good and what could be improved.*
Read aloud their writing clearly enough to be heard by their peers and the teacher. ↳ **GD objective:** Confidently read aloud their writing clearly enough to be heard by their peers and the teacher.	*I can read aloud my own writing so my friends and the teacher can hear me.*	*I can confidently read aloud my own writing so my friends and the teacher can hear me.*
Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words. ↳ **GD objective:** Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words without prompts or reminders.	*When I write, I leave spaces between my words.*	*When I write, I leave spaces between my words without being reminded.*
Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'. ↳ **GD objective:** Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses that are related using 'and'.	*I can add together two sentences using 'and'.*	*I can add together two sentences that are about the same idea using 'and'*

Objective	Child Speak Target	Greater Depth Target
Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ↳ **GD objective:** Develop their understanding of vocabulary, grammar and punctuation concepts by punctuating sentences independently using a capital letter and a full stop, question mark or exclamation mark.	*I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.*	*I can tell you where I would use a capital letter, a full stop, question marks or exclamation marks in my work.*
Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. ↳ **GD objective:** Develop their understanding of vocabulary, grammar and punctuation concepts by more accurately using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' in their writing	*I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.*	*In my writing, I use a capital letter for the names of people, places, the days of the week and when I use I.*
Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. ↳ **GD objective:** Use and apply grammatical terminology for Year 1 in their sentences understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun and using these within their writing.	*I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.*	*In my sentences, I can make words mean more than one object by adding -s or -es. For example: dog and dogs or wish and wishes.*
Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. ↳ **GD objective:** Use and apply grammatical terminology for Year 1 in their writing understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper] and using them in their writing.	*I can add endings such as -ing and -ed to words to make new words.*	*I can add endings such as -ing and -ed to words to make new words in my writing.*
Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives. ↳ **GD objective:** Use and apply grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives and giving examples.	*I understand how adding un to the beginning of some words changes the word to mean the opposite.*	*When discussing, I show I understand how adding un to the beginning of a range of words changes the word to mean the opposite.*

Objective	Child Speak Target	Greater Depth Target
Use grammatical terminology for Year 1 understanding how words can combine to make sentences. ↳ **GD objective:** Independently use and apply grammatical terminology for Year 1 understanding how words can combine to make sentences and demonstrating this in action.	*I know that words can be put together to build sentences.*	*I can put words together independently to build sentences.*
Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. ↳ **GD objective:** Independently use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	*I can use the grammar rules set out in my grammar list.*	*I can use the grammar rules set out in my grammar list independently*

MATHS

Objective	Child Speak Target	Greater Depth Target
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ↳ **GD objective:** Fluently count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	*I can count up and down from 0 to 100 and more.*	*I can count up and down from 0 to 100 and more without pausing.*
Count, read and write numbers to 100 in numerals. ↳ **GD objective:** Independently count, read and write numbers to 100 in numerals.	*I can count, read and write numbers up to 100.*	*I can count, read and write numbers up to 100 without help.*
Count in multiples of twos, fives and tens. ↳ **GD objective:** Count in multiples of twos, fives and tens and use this to solve mental calculations	*I can count in 2 or 5 or 10.*	*I can count in 2 or 5 or 10 and use this to solve mental calculations*
Given a number, identify one more and one less. ↳ **GD objective:** Given a number, quickly identify one more and one less in a range of contexts.	*When you show me a number, I can tell you what is one more and one less.*	*When you show me a number, amount of money or measurement, I can tell you what is one more and one less.*

Objective	Child Speak Target	Greater Depth Target
Represent and use number bonds and related subtraction facts within 20. ↳ **GD objective:** Use number bonds and related subtraction facts within 20 to solve mental calculations.	*I know my number bond facts to 20 - such as 1+5 = 6 and 5 = 6 - 1.*	*I know my number bond facts to 20 - such as 1+5 = 6 and 5 = 6 - 1 and can use this to solve mental calculations.*
Add and subtract one-digit and two-digit numbers to 20, including zero. ↳ **GD objective:** Solve real-life problems by adding and subtracting one-digit and two-digit numbers to 20, including zero in different contexts.	*I add and subtract numbers up to 20 - such as 5+5 or 12-8.*	*I can solve problems by adding and subtracting numbers, money and measures up to 20 - such as 5g+5g or 12cm-8cm.*
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. ↳ **GD objective:** Solve practical problems by finding half of an object, shape or quantity.	*I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.*	*I can solve practical problems by finding half of an object, shape or quantity.*
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. ↳ **GD objective:** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity across different subjects.	*I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.*	*In different subjects, I can find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.*
Measure and begin to record lengths and heights. ↳ **GD objective:** Measure and record a variety of lengths and heights accurately.	*I can measure the length or height of something and write down what measure.*	*I can measure the length or height of something accurately and write down what measure.*
Measure and begin to record mass/weight. ↳ **GD objective:** Measure and begin to record mass/weight in different subjects	*I can measure how heavy an object is and write down what I find.*	*I can measure how heavy an object is and write down what I find, using this in different subjects.*
Measure and begin to record capacity and volume. ↳ **GD objective:** Measure and begin to record capacity and volume in a range of different subjects	*I can measure the capacity of jugs of water and write down what I measure.*	*I can measure the capacity and volume and use this to help in subjects like science.*
Recognise and know the value of different denominations of coins and notes. ↳ **GD objective:** Recognise, compare and order the value of different denominations of coins and notes	*I know that coins have different values - such as 2p, 5p, 10p and 50p.*	*I know that coins have different values and have ordered and compared them.*

Objective	Child Speak Target	Greater Depth Target
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. ↳ **GD objective:** Sequence multiple events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] and apply this in different subjects.	*I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.*	*I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening to order events in different subjects*
Recognise and use language relating to dates, including days of the week, weeks, months and years. ↳ **GD objective:** Confidently recognise and use language relating to dates, including days of the week, weeks, months and years.	*I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.*	*I can tell you the days of the week and months of the year and I can talk about weeks and months and years confidently and what they mean.*
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. ↳ **GD objective:** Confidently tell the time to the hour and half past the hour and accurately draw the hands on a clock face to show these times.	*I can tell the time and draw hands on a clock for to the hour and half past the hour times.*	*I can tell the time confidently and draw hands on a clock for to the hour and half past the hour times.*
Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles]. ↳ **GD objective:** Name, investigate and compare more 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles].	*I can name common 2-D shapes such as rectangles, squares, circles and triangles.*	*I can name, investigate and compare common 2-D shapes such as rectangles, squares, circles and triangles.*
Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. ↳ **GD objective:** Name and classify more 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	*I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.*	*I can name and sort 3-D shapes such as cuboids and cubes, pyramids and spheres.*