

# **Year 1 Targets**

Please find on the pages below the year 1 targets for the end of year. Children need to have completed the Expected Standard before we can move them onto Greater Depth. Please work with your child at home on these target areas as this will support their learning in school.

# Year 1 Writing Targets



1 Working at the Expected Standard (EXS) <i>This is what the children are expected to be by the end of Year 1.</i>
<b>Objective</b>
I can write simple sentences about myself and others, and simple stories. <i>(Simple sentences have a subject (noun) and a verb(doing word))</i> <b>Example:</b> The <u>cat</u> is <u>walking</u> to the shops.
I can use a capital letter for the pronoun 'I'. <b>Example:</b> I can swim all by myself.
I can use capital letters to start my sentences. <b>Example:</b> <b>M</b> y favourite food is chicken.
I can sometimes use full stops to finish my sentences.
I can use past tense correctly.
I can use co-ordinating conjunctions <b>Example: and but for or yet so</b>
I can use subordinating conjunctions. <b>Example: because when if that as before while</b>
I can use my phonics to help me spell most words correctly.
I can spell <b>many</b> common exception words. (List attached)
I can start and finish my letters in the correct place. (Neat handwriting).
I can use finger spaces.

I am in year 1 and I am 6 years old.

1 Working at Greater Depth Within the Expected Standard (GDS) <i>This is for children who are working above the expected standard.</i>
<b>Objective</b>
I can use noun phrases in my sentences. <i>(Add adjectives before a noun or an adjectival phrase after the noun.)</i>
I can write in the past and present tense.
I can punctuate my writing correctly using capital letters, full-stops, question marks and some exclamation marks.
I can spell <b>most</b> common exception words.
I can pluralise nouns by adding 's' or 'es'.
I can form my letters correctly.

*The children need to have achieved all of the Expected Standard objectives (EXS) before moving onto the Greater Depth objectives (GDS).*

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

*The children need to have achieved all of the Expected Standard objectives (EXS) before moving onto the Greater Depth objectives (GDS).*

# Year 1 Reading Objectives.



## **1 Working at the Expected Standard (EXS)**

*This is what the children are expected to be by the end of Year 1.*

I can recognise **most** phonemes (letter sounds) up to phase 5.  
(phase grids attached)

I can recognise **most** graphemes (letter names).

I can read **most** common exception words.  
(attached)

I can read **most** familiar words accurately.

I can read **most** unfamiliar words accurately by segmenting and blending.  
(sounding out and then blending the sounds together to help read the word)

I can check the book makes sense to me, correcting any inaccurate reading. (Give the children the chance to go back and correct any mistakes they have made).

I can answer questions and make **some** simple inferences on the basis of what is being said and done on books shared with me.

I can explain what has happened so far. (What has happened in the story so far?)

## **1 Working at Greater Depth Within the Expected Standard (GDS)**

*This is for children who are working above the expected standard.*

I can answer questions and make inferences in books that I have independently read.

I can predict what might happen next.
























I can make links between the book I am reading and my own experiences.

### **Inference:**


Making an **inference** involves using what you know to make a guess about what you don't know, or **reading** between the lines. Readers who make **inferences** use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable.

*The children need to have achieved all of the Expected Standard objectives (EXS) before moving onto the Greater Depth objectives (GDS).*

## Phase 2 Sound Mat

a 	b 	c 	ck 	d 	e 	f 	ff 
g 	h 	i 	k 	l 	ll 	m 	n 
o 	p 	r 	s 	ss 	t 	u 	

## Phase 3 Sound Mat

ai 	air 	ar 	ch 	ear 	ee 	er 	igh 
j 	ng 	oa 	oi 	oo 	oo 	or 	ow 
qu 	sh 	th 	ur 	ure 	v 	w 	x 
y 	z 	zz 					

st 	nd 	mp 	nt 	nk 	ft 	sk 	lt 
lp 	lf 	lk 	pt 	xt 	tr 	dr 	gr 
cr 	br 	fr 	bl 	fl 	gl 	pl 	cl 
sl 	sp 	st 	tw 	sm 	pr 	sc 	sk 
sn 	nch 	scr 	shr 	thr 	str 	<b>Phase 4 Blends and Clusters</b>	
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 	<b>Phase 5 Sound Mat</b>	

# Year 1 Maths Objectives.

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry
I can count to and across 100, forwards and backwards, beginning from any given number.	I can read, write and interpret mathematical statements with +, - and = signs.	I can double single-digit numbers.	I can recognise, find and name a half of a shape.	I can compare, describe and solve problems involving measures.	I can recognise and name common 3-D shapes.
I can count to 100 in multiples of 5.	I can add and subtract two-digit numbers to 20.	I can complete simple number patterns.	I can recognise, find and name a quarter of an object.	I can measure and begin to record lengths and heights.	I recognise and can name common 2-D shapes.
I can read and write numbers from 1 to 20 in digits and words.	I can solve one step problems that involve addition.	I can count in twos, fives and tens.	I can solve simple half and quarter problems.	I can measure and begin to record time (hours, minutes, seconds).	I can describe position, direction and movement, including whole, half, quarter and three quarter turns.
I can count, read and write numbers to 100.	I can represent and use number bonds to 20.	I can share and group small amounts.	I can recognise, find and name a quarter of a shape.	I can tell the time to the hour and half past the hour.	I can recognise and name 2-D shapes.
I can count to 100 in multiples of 10.	I can add and subtract one-digit numbers to 20.	I can solve one-step problems involving multiplication.	I can recognise, find and name a half of a quantity.	I can measure and begin to record mass/weight.	I recognise and name 2-D and 3-D shapes in different sizes.
I can count to 100 in multiples of 2.	I can show and use subtraction facts to 20.	I can show multiplication using arrays.	I can recognise, find and name a half of an object.	I recognise and know the value of different denominations of coins and notes.	I recognise and name 3-D shapes from everyday objects.
I can identify one more and one less of a given number.	I can solve one-step problems involving subtraction.	I can solve one-step problems involving division.	I can recognise, find and name a quarter of a quantity.	I can measure and begin to record capacity and volume.	I can order and arrange objects and shapes in patterns.
				I recognise and use language relating to dates, including days of the week, weeks, months and years.	

*The children need to have achieved all of the Expected Standard objectives (EXS) before moving onto the Greater Depth objectives (GDS).*



# addition

- add
- more
- plus
- make
- sum
- total
- altogether



# multiplication

- lots of
- times
- multiply
- groups of
- product
- multiplied by
- multiple of
- repeated addition
- array



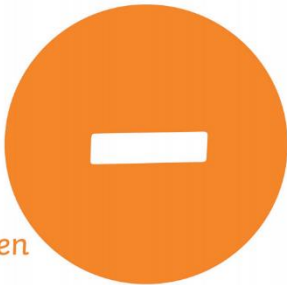
# equals

- makes
- total
- same as
- equivalent
- balances



# subtraction

- subtract
- minus
- leave
- less
- take away
- difference between



# division

- divide
- divided by
- divided into
- share
- share equally
- equal groups of



*The children need to have achieved all of the Expected Standard objectives (EXS) before moving onto the Greater Depth objectives (GDS).*