

Year 1

The learner

In Year 1, children move into a new key stage. The end of Foundation Stage assessment (the Foundation Stage Profile) provides a clear benchmark of children's attainment in literacy and mathematics. The assessment profile, together with ongoing teacher assessment, informs planning and teaching across the broader curriculum. The profile enables teachers to identify children's performance and progress and helps them plan how to address any gaps in learning. Helping children to recognise their progress maintains their enthusiasm and motivation. Home-school liaison continues to play a critically important role in children's experiences and the contribution of adults in and out of school has a significant impact on their early education.

Regular and effective daily literacy and mathematics teaching introduces children to new learning and to new ways of learning. Children will build on and consolidate their learning through practical work, practice and the opportunity to use their learning to solve problems and puzzles. Teachers provide planned opportunities for children to develop and apply their learning in other areas of the curriculum and beyond. Linking literacy and mathematics to out-of-school experiences, to learning in other curricular areas and to other daily activity helps children to appreciate the role that these aspects of learning play in their everyday lives.

At the start of Key Stage 1, most children are enthusiastic beginner readers and writers. Many children are able to read and write one grapheme correspondence for each of the 44 phonemes. They blend and segment CVC (consonant-vowel-consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words. They recognise common digraphs and read a range of familiar and common words and simple sentences independently. They use their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words. Most children make statements, ask questions, give commands and reasons and explain processes using simple, compound and complex sentences in day-to-day speech. They can identify a sentence in a book by the fact that it begins with capital letter and ends with a full stop. Most compose a sentence around a single idea with the intention of dictating or writing it and some will insert a capital letter and full stop. Some can compose a series of sentences for writing a narrative or recount.

In Year 1, children develop their understanding of the elements of stories, such as the main character and the sequence of events. Children should be motivated to read for pleasure and for information. They understand how information can be found in non-fiction texts to answer questions about where, who, why and how. They retell narratives in the correct sequence, using the language patterns of stories, and will listen with enjoyment to stories, songs, rhymes and poems. Children attempt writing for various purposes using features of different forms such as lists, stories and information. They gather information based on their own experience and compose short non-chronological reports using simple sentences to describe particular aspects of a subject.

At the start of Key Stage 1, most children have acquired an understanding of the basic concepts of number, shape and measurement and see mathematics as an exciting and practical element of the curriculum. They say and use the number names. They can count accurately and recognise that numbers may represent a quantity, position or label. Teachers provide a balance of whole-class activity involving counting, problem solving in groups and independent work where children apply and practise their learning. This mix of mental, practical and informal written work engages and motivates children and fosters purposeful attitudes to mathematics.

In Year 1, children develop their understanding of place value and recognise the importance of 10 in the number system. They position numbers on a number track and number line. Children count on or back in ones, twos, fives and tens and develop strategies to add and subtract that relate to counting and their increasing knowledge of number facts. Children solve problems in a variety of practical contexts. They talk about the problem they are going to solve and use practical material, numbers and

diagrams to represent and organise the problem. They name and describe the features of common 2-D shapes and 3-D solids and create pictures and patterns that they can explain. Children begin to use standard units to measure and read time to the hour and half hour. They record information and present outcomes as pictures or diagrams and sort objects into groups according to a given criterion.

The activities children engage in will promote many of the key aspects of learning identified in *Excellence and enjoyment: learning and teaching in the primary years*.

Speaking and listening

For most of their education leading up to Key Stage 1, practical activity and speaking and listening have been the principal media through which children's learning has taken place. Speaking and listening continue to underpin the development of children's reading, writing and mathematical skills. These skills also support learning across a broad and rich curriculum. Children learn to be more attentive listeners and to sustain conversation with others. They recognise that they are expected to talk about what they observe and do, and begin to compare their views and ideas with those held by others, including supporting adults.

In literacy, opportunities for oral responses to stories and poems are central to children's experience and learning in Year 1. Most children will develop their understanding of story structure and language by retelling events from their own experience in the correct sequence using story language and by making up their own stories. They will use improvisation and role-play and act out familiar stories, for example using puppets or toys and changing voice for different characters. In mathematics, children describe simple patterns and relationships between numbers or shapes and replicate or extend these in practical contexts or using ICT. Teachers provide children with opportunities to respond in a variety of ways, for example by joining in with familiar rhymes and repetitive phrases or counting activities, through storytelling and by re-enacting what they have heard and observed.

Children will have opportunities to join in with texts being read aloud, experimenting with ways to vary the volume, pace or emphasis to enhance the meaning. They will learn to listen with sustained concentration, follow instructions and take turns within a group. They will use an audible voice when they are speaking to the class or group, for example to recount an event, tell a story or express their views. They will experiment with and build new stores of words, including the extension to their mathematics vocabulary and positional, directional and comparative language, which they will use to communicate in different contexts. Children name shapes, they say the number that is 1 or 10 more or less than a given number and talk about objects that turn about a point or a line.

Literacy

The reading curriculum in Year 1 must be based on a wide range of high-quality fiction, poetry and non-fiction texts and provide opportunities for children to apply their developing reading skills appropriately. A planned read-aloud programme is one key to the development of early readers, providing them with the essential tunes, rhythms and structures of language. It offers an ever-increasing store of vocabulary on which children can draw in speech and writing. Teachers promote pleasure in reading through reading aloud a wide range of stories, poems, rhymes and information texts. They ensure that children experience a range of fiction, non-fiction and poetry, including a number of ICT and other visual or multimodal texts and texts that relate to and support other areas of the curriculum. These include non-chronological reports, dictionaries, instructions and recounts to enable children to recognise some of the key features of different types of text.

During Year 1, children learn that some vowel sounds can be represented in more than one way, for example the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e' and that sometimes the same grapheme is used to represent different sounds, e.g. the letters 'ea' are said differently in the words 'bead' and 'bread', 'g' is pronounced differently in 'gem' and 'get'. By the end of Year 1, most children recognise automatically an increasing number of familiar high frequency words.

Most children segment sounds in order to spell longer words, including words with common digraphs and adjacent consonants, and can correctly spell the common vowel phonemes, including long vowel phonemes. They use knowledge of related words and familiar suffixes in spelling new words and they learn to reread as they write to check for meaning and accuracy. Teachers plan for early reading knowledge and skills to be taught explicitly through shared and guided reading and through systematic and discrete word recognition teaching sessions. Children have regular opportunities to apply what they have learned when reading independently, using both new and familiar texts.

As children develop their reading skills during the year, they self-correct more rapidly as they are reading. They use context and syntax to check that what they are reading makes sense. They develop their reading fluency, paying attention to basic punctuation. Teachers give children opportunities to make choices about what to read as well as reading books chosen by the teacher. They are encouraged to express opinions about what they like and dislike and compare these to other children's preferences.

In Year 1, the majority of children identify basic story structures in narrative texts, including stories with familiar settings, stories about fantasy worlds, traditional tales and fairy stories. They make predictions about events and outcomes. Children compare different aspects of stories such as characters, settings or themes and learn how to find evidence in the text. They develop their awareness of character and dialogue through role-playing incidents and re-enacting stories. Children experience a wide range of poems, rhymes, action verses and chants. They recognise and join in with patterned and predictable refrains and play with language to make up new lines and poems following the same pattern.

Children learn to read and use the information around them for practical purposes, for example information in signs, labels, captions, lists and instructions around the classroom and school. They explore the differences between story and information books and gain confidence in making predictions about the content of particular books. They join in class discussion to generate questions before reading and then learn how to locate particular pieces of information in a text, for example by using the contents and index.

Acquiring isolated skills can seem pointless to young children so teachers will demonstrate the application of these skills in real contexts. They will then expect children to 'have a go' independently whenever possible. Early identification of children who are not making the expected rate of progress with their reading, writing or phonic skills is vital. Their needs can be met through well-differentiated teaching and an appropriate literacy intervention programme.

All writing needs a clear purpose and audience, set in a relevant and motivating context, and children need to see that their writing affects the people and world around them. Teachers plan regular opportunities for children to write simple stories during the year. Telling stories and hearing good models read aloud will help them to rehearse and plan what they are going to write. Children build their own stories around familiar plots, characters or settings, and develop their confidence through retelling familiar stories. By the end of Year 1, most children write their own stories which include a simple setting and have a clear beginning, middle and end. They write and present information for everyday classroom use, for example extended captions for displays, labels, lists and instructions for using equipment. They contribute to class information books which include factual recounts and labelled diagrams. Role-play areas encourage children to write purposefully for real and imaginary audiences.

During Year 1, children form an explicit understanding of a sentence and most become able to compose and write simple sentences that convey meaning, punctuated by capital letters and full stops. They use sentences (probably without punctuation) when writing stories and experiences. In creating a description, they compose one simple sentence at a time, each around a single idea, and hold each one in memory while writing it, punctuating using capital letters and full stops.

In regular handwriting lessons, children will use handwriting patterns to establish rhythm and control in writing, using a comfortable and efficient pencil grip. They will form lower case letters correctly

in a script that is easy to join later. They will practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion. Teachers need to provide additional support for children whose fine motor skills are slow to develop, to avoid the consequence of them becoming frustrated with this aspect of writing. Children will learn where all the letters of the alphabet and the space bar are on the keyboard and type simple texts.

Further guidance and support on planning to meet the needs of Year 1 learners in literacy can be found in the planning section of the electronic Framework.

Mathematics

In Year 1, children solve problems in the context of numbers, measures or money. They describe the problem or puzzle in their own words and use numbers, practical resources or diagrams to help them. Children begin to sustain their problem-solving activity and return to problems to develop their solutions further. Teachers support the whole class and groups of children by providing scaffolded contexts that enable children to identify and develop problem-solving strategies and to explain their methods, choices and decisions to other children. Teachers plan for and provide children with problems that require a similar approach so they can practise and consolidate the strategies they need to solve them.

Children count groups of objects with increasing accuracy. They count aloud, forwards and backwards, and order numbers, positioning them on a number line. They develop their sense of the size of numbers and use this to estimate a number of objects that can be checked by counting. Teachers provide a range of practical contexts that involve children in comparing and ordering numbers, and from which children begin to draw conclusions and distil methods of working that require less recourse to practical resources.

During Year 1, most children learn number facts that they can recall and use to calculate and to derive additional facts. Teachers use resources and pictures to help children build up images and patterns of number pairs that total 10 and to derive addition facts and corresponding number facts and doubles to 10. Children relate addition to counting on, subtraction to taking away and finding a difference by counting up. They use practical and informal written methods to support addition and subtraction involving one-digit and two-digit numbers or multiples of 10. Teachers provide activities that involve children in using number facts and calculations, within which there is embedded practice.

Children read and record number sentences for addition and subtraction. They understand the vocabulary and use it when solving related problems. Children solve practical problems that involve combining groups of 2, 5 or 10 and sharing objects into equal groups. Teachers model how the associated vocabulary and language is used and provide images that support the process such as bead strings, number lines or ICT representations.

Children decide whether examples satisfy given conditions. They visualise and name common 2-D shapes and 3-D solids, describe their features and use the features to sort into groups according to a given criterion. Children recognise how objects turn and identify and make whole, half and quarter turns. They develop their use of everyday language to describe the position of objects and the direction and distance they move. Teachers plan activities that require and promote this language, including games, movement about a grid or the use of ICT, including programmable toys and interactive software.

The majority of children become more confident at answering questions by recording and organising information in lists or tables. They take measurements and compare capacities, weights or the lengths of objects. Children display their results in pictures, block graphs or pictograms and interpret these so other children understand them. Teachers ensure that children understand how information in other areas of the curriculum can be organised, sorted and presented in a similar way using common tools and skills.

Embedding key aspects of learning

In Year 1, children's early thinking, communication and social skills develop through carefully planned and organised literacy and mathematics teaching and learning activity. For example, most children extend their creative thinking as they make imaginative responses to reading and explore links between what they have read or heard and their own experience. In mathematics they describe the patterns they see in pictures made of shapes and combine shapes imaginatively to form new patterns and shapes. They see how numbers are formed and use the patterns they hear and see to interpret numbers larger than 20.

Listening to stories helps children to develop self-awareness and an understanding of how to manage difficult feelings in themselves and others. Motivation is central to children's experience in Year 1. They take an active part in their learning and begin to see themselves as readers, writers and beginning mathematicians. They use reasoning and enquiry skills as they engage with the meaning of texts and problem-solving approaches when decoding new words or deciding how to 'pay' and 'give change' in a role-play context or a puzzle.

The majority of children begin to develop evaluative skills as they listen to other children tell a story or explain how they built a shape. They become more critical thinkers when asked to sort shapes or to decide whether a shape they have made meets the conditions that were set. Working collaboratively helps to develop social skills as children learn to share, take turns and listen and respond to their peers – skills the children can use across the curriculum and out of school.

During the year, children's communication skills develop as they discuss and explain their methods and ideas. They meet and use a wider range of vocabulary. They establish the meaning of new words they encounter in new contexts, for example when talking about the features of shapes such as points and edges, numbers or different displays of data. They learn information processing skills they will be able to apply to independent research in future. With adult support, children begin to develop some understanding of how they learn and to think about their own learning goals.

Inclusion

Children with SEN and/or learning difficulties or disabilities

Where possible, through the use of appropriate access strategies and support, Year 1 children with SEN will be working towards the same learning objectives as their peers. From time to time those working well below the level of the whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.

Children who are gifted and talented

Children who are working well above the overall level of their class or group will be engaging with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Children learning EAL

Year 1 children learning EAL will be accessing curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. Through the use of appropriate access strategies and support, they will be experiencing a level of cognitive challenge consistent with that provided for their peers. Those Year 1 children who have become conversationally fluent will continue to receive support to develop the academic language and vocabulary associated with the subject and the language and grammar used to express ideas and thinking within the subject.

Further guidance and support on planning for inclusion to meet the needs of Year 1 learners in literacy and mathematics can be found in the planning section of the electronic Framework.