

NC2014 CORE SUBJECTS, Y1 LIST

OBJECTIVES and CHILD SPEAK TARGETS

KS Year	Subject	Objective	Child Speak Target	Notes
KS1 Y1	Reading	Apply phonic knowledge and skills as the route to decode words.	<i>I can read words by breaking them down into sounds.</i>	
KS1 Y1	Reading	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>	
KS1 Y1	Reading	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>	
KS1 Y1	Reading	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>	
KS1 Y1	Reading	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>	
KS1 Y1	Reading	Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>	
KS1 Y1	Reading	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>	
KS1 Y1	Reading	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>I correctly read aloud the words from my book.</i>	
KS1 Y1	Reading	Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>	
KS1 Y1	Reading	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.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>	
KS1 Y1	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>	

KS1 Y1	Reading	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.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>	
KS1 Y1	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>	
KS1 Y1	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>	
KS1 Y1	Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>	
KS1 Y1	Reading	Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>	
KS1 Y1	Reading	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.	<i>I check what I am reading makes sense as I am reading through it.</i>	
KS1 Y1	Reading	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.	<i>I discuss the titles and events from the books I read.</i>	
KS1 Y1	Reading	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>	
KS1 Y1	Reading	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.	<i>I like to predict what happens next based on what I have read so far.</i>	
KS1 Y1	Reading	Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>	
KS1 Y1	Reading	Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>	
KS1 Y1	Writing	Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>	

KS1 Y1	Writing	Spell common exception words.	<i>I can spell some unusual words correctly.</i>	
KS1 Y1	Writing	Spell the days of the week.	<i>I can spell the days of the week.</i>	
KS1 Y1	Writing	Naming the letters of the alphabet in order.	<i>I know the names of all the letters of the alphabet in order.</i>	
KS1 Y1	Writing	Using letter names to distinguish between alternative spellings of the same sound.	<i>I know some sounds can be spelled in different ways using different letters.</i>	
KS1 Y1	Writing	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.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>	
KS1 Y1	Writing	Add prefixes using the prefix un-.	<i>I know how to add un- at the beginning of a word to create a new word.</i>	
KS1 Y1	Writing	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].	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>	
KS1 Y1	Writing	Apply simple year 1 spelling rules and guidance.	<i>I can spell the words correctly in my Year 1 spelling list.</i>	
KS1 Y1	Writing	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>	
KS1 Y1	Writing	Sit correctly at a table, holding a pencil comfortably and correctly.	<i>When writing, I sit and hold a pencil correctly.</i>	
KS1 Y1	Writing	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>	
KS1 Y1	Writing	Form capital letters.	<i>I can write some capital letters.</i>	
KS1 Y1	Writing	Form digits 0-9.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>	
KS1 Y1	Writing	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..	<i>I can tell you how some letters are similar and can be put into groups.</i>	
KS1 Y1	Writing	Write sentences by saying out loud what they are going to write about.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>	
KS1 Y1	Writing	Write sentences by composing a sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>	
KS1 Y1	Writing	Write sentences by sequencing sentences to form short narratives.	<i>I can write a text by thinking of a list of sentences in the order I need.</i>	

KS1 Y1	Writing	Write sentences by re-reading what they have written to check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>	
KS1 Y1	Writing	Discuss what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>	
KS1 Y1	Writing	Read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>	
KS1 Y1	Writing	Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.	<i>When I write, I leave spaces between my words.</i>	
KS1 Y1	Writing	Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.	<i>I can add together two sentences using 'and'.</i>	
KS1 Y1	Writing	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.	<i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i>	
KS1 Y1	Writing	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'.	<i>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.</i>	
KS1 Y1	Writing	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.	<i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i>	
KS1 Y1	Writing	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].	<i>I can add endings such as -ing and -ed to words to make new words.</i>	
KS1 Y1	Writing	Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>	
KS1 Y1	Writing	Use grammatical terminology for Year 1 understanding how words can combine to make sentences.	<i>I know that words can be put together to build sentences.</i>	
KS1 Y1	Writing	Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	<i>I can use the grammar rules set out in my grammar list.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: ask relevant questions to	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of</i>	

		extend their understanding and knowledge.	<i>spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 1.</i>	
KS1 Y1	Spoken Language	At a level appropriate to Year 1: select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 1.</i>	

KS1 Y1	Mathematics	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<i>I can count up and down from 0 to 100 and more.</i>	
KS1 Y1	Mathematics	Count, read and write numbers to 100 in numerals.	<i>I can count, read and write numbers up to 100.</i>	
KS1 Y1	Mathematics	Count in multiples of twos, fives and tens.	<i>I can count in 2 or 5 or 10.</i>	
KS1 Y1	Mathematics	Given a number, identify one more and one less.	<i>When you show me a number, I can tell you what is one more and one less.</i>	
KS1 Y1	Mathematics	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.	<i>I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.</i>	
KS1 Y1	Mathematics	Read and write numbers from 1 to 20 in numerals and words.	<i>I read and write numbers from 1 to 20 in numbers and words.</i>	
KS1 Y1	Mathematics	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<i>I know and can use the maths symbols + - and = in a number sentence.</i>	
KS1 Y1	Mathematics	Represent and use number bonds and related subtraction facts within 20.	<i>I know my number bond facts to 20 - such as $1+5=6$ and $5=6-1$.</i>	
KS1 Y1	Mathematics	Add and subtract one-digit and two-digit numbers to 20, including zero.	<i>I add and subtract numbers up to 20 - such as $5+5$ or $12-8$.</i>	
KS1 Y1	Mathematics	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	<i>I can solve some number problems such as $7 = ? - 9$.</i>	
KS1 Y1	Mathematics	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.	<i>I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.</i>	
KS1 Y1	Mathematics	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	<i>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>	
KS1 Y1	Mathematics	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<i>I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.</i>	
KS1 Y1	Mathematics	Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].	<i>I use words such as long/short, longer/shorter, tall/short, double/half to describe my maths work when I am measuring.</i>	
KS1 Y1	Mathematics	Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than].	<i>When weighing, I use the words heavy/light, heavier than, lighter than to explain my work.</i>	

KS1 Y1	Mathematics	Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	<i>When working with capacity, I use the words full/empty, more than, less than, half, half full and quarter to explain my work.</i>	
KS1 Y1	Mathematics	Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	<i>I can answer questions about time, such as Who is quicker? or What is earlier?</i>	
KS1 Y1	Mathematics	Measure and begin to record lengths and heights.	<i>I can measure the length or height of something and write down what measure.</i>	
KS1 Y1	Mathematics	Measure and begin to record mass/weight.	<i>I can measure how heavy an object is and write down what I find.</i>	
KS1 Y1	Mathematics	Measure and begin to record capacity and volume.	<i>I can measure the capacity of jugs of water and write down what I measure.</i>	
KS1 Y1	Mathematics	Measure and begin to record time (hours, minutes, seconds).	<i>I can measure how long something takes to happen - such as how long it takes me to run around the playground.</i>	
KS1 Y1	Mathematics	Recognise and know the value of different denominations of coins and notes.	<i>I know that coins have different values - such as 2p, 5p, 10p and 50p.</i>	
KS1 Y1	Mathematics	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>	
KS1 Y1	Mathematics	Recognise and use language relating to dates, including days of the week, weeks, months and years.	<i>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>	
KS1 Y1	Mathematics	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i>	
KS1 Y1	Mathematics	Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles (including squares), circles and triangles].	<i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i>	
KS1 Y1	Mathematics	Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	<i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>	
KS1 Y1	Mathematics	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<i>I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</i>	
KS1 Y1,2	Science	Asking simple questions and recognising that they can be answered in different ways.	<i>I can ask simple questions and know that there can be more than one answer.</i>	

KS1 Y1,2	Science	Observing closely, using simple equipment.	<i>I can use simple equipment to look very closely at things so I can understand them better.</i>	
KS1 Y1,2	Science	Performing simple tests.	<i>I can test things in simple ways.</i>	
KS1 Y1,2	Science	Identifying and classifying.	<i>I can identify different things in Science and can group similar ones together.</i>	
KS1 Y1,2	Science	Using their observations and ideas to suggest answers to questions.	<i>I use what I have seen and think to help me when I answer questions.</i>	
KS1 Y1,2	Science	Gathering and recording data to help in answering questions.	<i>I can find information and write it down which helps me when I have to answer questions.</i>	
KS1 Y1	Science	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<i>I can name some plants that I often see in the garden and countryside as well as some trees that drop their leaves and some that don't.</i>	
KS1 Y1	Science	Identify and describe the basic structure of a variety of common flowering plants, including trees.	<i>I understand the inside of some plants and trees and how they grow which I can explain to others.</i>	
KS1 Y1	Science	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	<i>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i>	
KS1 Y1	Science	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<i>I know the names of animals I often see which eat meat, others that eat vegetables and some that eat both.</i>	
KS1 Y1	Science	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	<i>I can describe the different shape and form of a number of animals that I often see including my pets.</i>	
KS1 Y1	Science	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<i>I know the parts of the human body, can draw a picture of it and name the parts. I know which part of the body lets me hear, taste and smell.</i>	
KS1 Y1	Science	Distinguish between an object and the material from which it is made.	<i>I know that the name of an object and name the material it is made from will be different.</i>	
KS1 Y1	Science	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	<i>I know the name of some materials I see everyday, including wood, plastic, glass, metal, water, and rock.</i>	
KS1 Y1	Science	Describe the simple physical properties of a variety of everyday materials.	<i>I can describe the simple physical properties of a variety of everyday materials.</i>	
KS1 Y1	Science	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<i>I can compare the simple physical properties of a variety of everyday materials and group similar ones</i>	

			<i>together.</i>	
KS1 Y1	Science	Observe changes across the four seasons.	<i>I notice and can describe the changes that happen from Spring to Summer to Autumn and into Winter.</i>	
KS1 Y1	Science	Observe and describe weather associated with the seasons and how day length varies.	<i>I know what weather we might find in spring, summer, autumn and winter and I know winter days are shorter than summer days.</i>	
KS1 Y1,2	Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.		
KS1 Y1,2	Computing	Create and debug simple programs.		
KS1 Y1,2	Computing	Use logical reasoning to predict the behaviour of simple programs.		
KS1 Y1,2	Computing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
KS1 Y1,2	Computing	Recognise common uses of information technology beyond school.		
KS1 Y1,2	Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		