

Home learning support and national expectations—Year 1

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 1. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Spell and read words

My parent / carer thinks I can spell and read (tick the box next to the word):

Monday		the		were		so		they		some		pull	
Tuesday		a		was		be		by		one		full	
Wednesday		do		is		he		my		once		house	
Thursday		to		his		me		here		ask		our	
Friday		of		has		she		there		friend			
Saturday		said		I		we		where		school			
Sunday		says		you		no		love		put			
today		are		your		go		come		push			

Understanding prefixes and suffixes

My parent / carer thinks I can:

-s (cats)		-ing (jumping)		-ed (buzzed, needed, jumped)		un- (unlock)	
-es (catches)		-er (hunter)		-est (quickest)			

Spell and read sounds

ff (huff)		oi (join)		ar (start)		oo (book)		ew (few)		a-e (made)	
ll (well)		ay (play)		ee (tree)		oa (boat)		ie (pie)		e-e (these)	
ss (miss)		oy (boy)		ae (dream)		oe (toe)		ie (chief)		i-e (five)	
zz (buzz)		ear (dear)		ae (bread)		ou (mouth)		igh (night)		o-e (home)	
ck (back)		ear (bear)		er (term)		ow (brown)		or (short)		u-e (tune)	
nk (bank)		are (care)		er (Summer)		ow (snow)		ore (score)		u-e (rude)	
tch (catch)		y (happy)		ir (bird)		ue (blue)		aw (yawn)			
ve (have)		wh (wheel)		ur (hurt)		ue (rescue)		au (author)			
ai (rain)		ph (dolphin)		oo (food)		ew (flew)		air (hair)			

Reading

Word reading

1. I can apply phonic knowledge and skills as the route to decode words
2. I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
3. I can read accurately by blending sounds in unfamiliar words containing clusters of letters that make a sound (graphical phoneme) that have been taught

Our home learning tasks are set by teachers weekly and include—
 Practising four calculations;
 Practising four spelling facts;
 Completing some online homework - either Mathematics or Reading Eggs;
 Big Talk;
 Read once a day and read with an adult if you can.

Reading

4. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
5. I can read words containing taught clusters of letters that make a sound (graphical phoneme) and -s, -es, -ing, -ed, -er and -est endings
6. I can read other words of more than one syllable that contain taught clusters of letters that make a sound (graphical phoneme)
7. I can read words with contractions (e.g., I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)
8. I can read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words
9. I can re-read these books to build up their fluency and confidence in word reading

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

10. I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
11. I can be encouraged to link what I read or hear read to my own personal experiences
12. I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
13. I can recognise and join in with predictable phrases
14. I am learning to appreciate rhymes and poems, and able to recite some by heart
15. I can discuss word meanings, linking new meanings to those already known

Understand both the books I can already read accurately and fluently and those I listen to by:

16. I can draw on what I already know or on background information and vocabulary provided by the teacher
17. I can check that the text makes sense to me as I read and correct inaccurate reading
18. I can discuss the significance of the title and events
19. I can make inferences on the basis of what is being said and done
20. I can predict what might happen on the basis of what has been said so far
21. I can participate in discussion about what is read to me, taking turns and listening to what others say
22. I can explain clearly my understanding of what is read to me.

Writing	
Transcription: Spelling	My parent / carer thinks I can
1. I can spell words containing each of the 40+ phonemes already taught	
2. I can spell common exception words	
3. I can spell the days of the week	
4. I can name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound	
5. I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	
6. I can use the prefix un-	
7. I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words	
8. I can apply simple spelling rules and guidance from Stage 1	
9. I can write from memory simple dictated sentences inc the words taught so far	
Transcription: Handwriting	My parent / carer thinks I can
10. I can sit correctly at a table, hold a pencil comfortably and correctly	
11. I can begin to form lower-case letters in the correct direction, starting and finishing in the right place	
12. I can form capital letters and digits 0 – 9	
13. I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)	
Writing: Composition	My parent / carer thinks I can
14. I can write sentences: saying out loud what I am about to write and composing a sentence orally before writing it	
15. I can write sentences: sequencing sentences to form short narratives	
16. I can write sentences: re-reading what I have written to check that it makes sense	
17. I can discuss what I have written with the teacher or other pupils	
18. I can read aloud my writing clearly enough to be heard by my peers and the teacher	
Writing: Vocabulary, Grammar and Punctuation	My parent / carer thinks I can
19. I can leave spaces between words	
20. I can join words and clauses using <i>and</i>	
21. I can begin to punctuate sentences using a capital letter, full stop, question or exclamation mark	
22. I can use capital letters for names of people, places, days of the week, personal pronoun ‘I’	
23. I can learn how to use Y1 Grammar:	
24. I can use the grammatical terminology for Stage 1 in discussing my writing	

Maths	
Place value	My parent / carer thinks I can
1. I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.	
2. I can count in multiples of twos, fives and tens.	
3. Given a number, I can identify one more and one less.	
4. I can 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.	
5. I can read and write numbers from 1 to 20 in numerals and words.	
Add and subtract	My parent / carer thinks I can
6. I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	
7. I can represent and use number bonds and related subtraction facts within 20.	
8. I can add and subtract one-digit and two-digit numbers to 20, including zero.	
9. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$.	
Multiplication and division	My parent / carer thinks I can
10. I can 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	My parent / carer thinks I can
11. I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
12. I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
Measure	My parent / carer thinks I can
13. I can compare, describe & solve practical problems for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).	
14. I can measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).	
15. I can recognise and know the value of different denominations of coins and notes.	
16. I can sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	
17. I can recognise and use language relating to dates, including days of the week, weeks, months and years.	
18. I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
Geometry	My parent / carer thinks I can
19. I can recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
20. I can describe position, directions and movements, including half, quarter and three-quarter turns.	