

Year 1

Spring Term



In this booklet you will find Reading, Writing, Maths and basic skill expectations for this term.

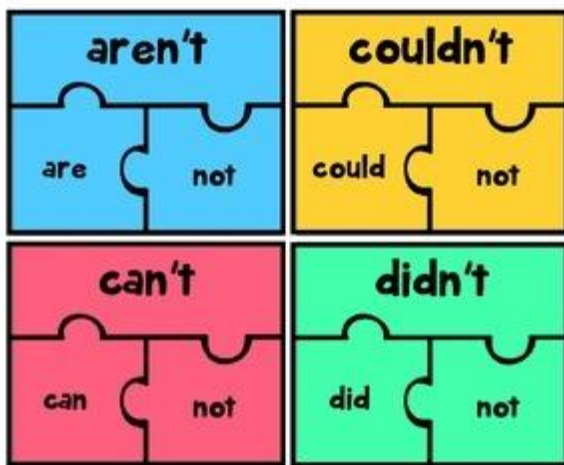
Please use this to support your child at home to meet these milestones.

Reading



Word reading

- Read words with contractions e.g I'm or we'll
- Read words with simple suffixes such as 's', 'es' and 'ing' e.g. fish fishes and fishing
- Recognise punctuation when reading - **Capital letters, full stops, questions marks, exclamation marks**
- Self-correct inaccurate reading



PUNCTUATION MARKS			
Full Stop ● Shows the end of a sentence	Question Mark ? Shows that a question is being asked	Comma , Joins two or more ideas in a sentence or separates items in a series	Exclamation Mark ! Shows strong emphasis or strong emotion
Quotation Marks " " Show that words have been directly quoted	Colon : Introduces the information that comes after it	Semi Colon ; Connects two complete sentences that are related	Apostrophe ' ' Used to show possession or for contraction of word.
Hyphen - Form compound words	Slash / Used to separate letters, numbers or words.	Ellipsis ... Shows that something has been removed from a sentence	Parentheses () Used to add extra information in a sentence

Comprehension

- Select a book for personal reading and explain why they chose it.
- Recall information from the text and discuss the parts that are of interest.
- Compare stories and make predictions e.g **What usually happens to the bad characters?**
- Answer questions about the text they have read - **Who? What? Where? How?**
- Recognise how the text is organised - **Front cover, contents page.**



Who What When Where Why How Balloons

Writing



Composition

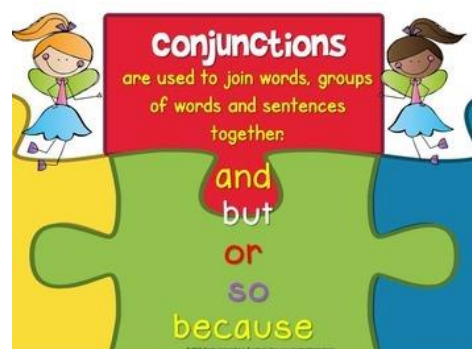
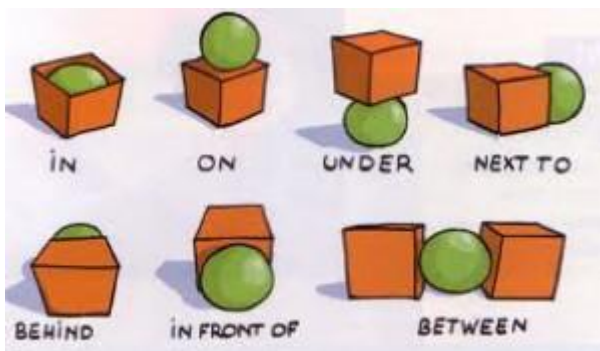
- Write meaningful words and phrases expressing ideas.
- Start to use story openers e.g. **Once upon a time, One sunny day.**
- Have some indication of purpose for writing e.g. message, story, label.
- Have a structure to your writing (Beginning, middle and end).

Once
upon
a
time



Vocabulary, Grammar and punctuation (Organisation and purpose)

- Use adjectives to make the writing more interesting (**Blue** sky, **sparkly** diamond).
- Introduce prepositions (inside, outside, towards, across, under).
- Use question marks to include questions in their writing.
- Use 'and', 'but', and 'because' to link ideas.
- Choose appropriate vocabulary linked to the piece of writing.
- Use capital letters for common nouns.



Transcription (Spelling and Handwriting)

- Write the correct letter/s for a given sound.
- Use digraphs (2 letter sounds), trigraphs (3 letter sounds) and split digraphs when spelling new words (**ai** - digraph, **igh** - trigraph, **a_e** - split digraph).
- Spell the days of the week.
- Add **-ed**, **-ing**, **-er**, **-est** independently to words.
- Use the prefix 'un' (**un**happy, **un**pack).

help	helping
say	saying
meet	meeting
walk	walking



Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Writing



Examples of children's writing by the end of the Spring term.

Questions to Carl!



want

why do you what

a BABY at Paradise

Fall? How old are you?

Use of a question mark to ask a question.

Use of a capital letter for a common noun.

Writing



Examples of children's writing by the end of the Spring term.

Use of a story opener to draw in the reader.

Once upon a time I
crashed on Earth and no one
understood her. But one day
she found she heard her mother
saying. But it wasn't her
she was sad because she wanted
friends. One day she made
friends and she was happy.
One day she found she heard
her mother and it was.
She hoped the little one will
remember her the end.

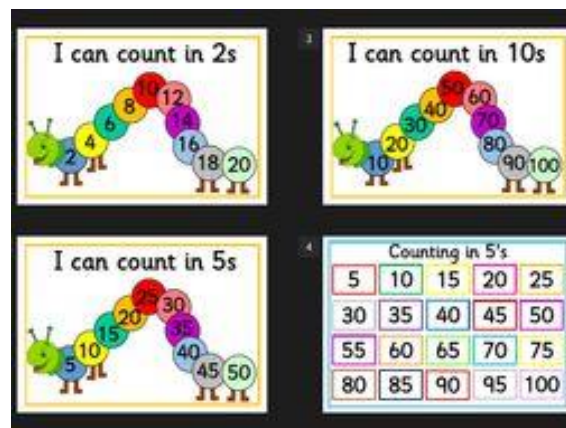
Conjunctions 'but' and

Story includes a beginning,
middle and end.

Maths

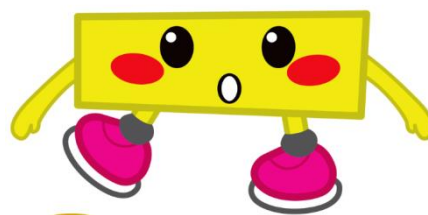
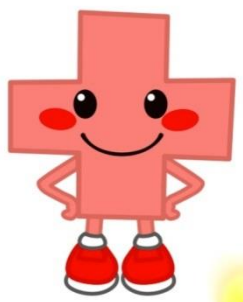
Number and place value

- Say numbers up to 100, both forwards and backwards from any given number.
- Say a number 1 more or less for numbers up to at least 50.
- Represent numbers up to at least 50 using objects and pictorial aids such as a number line.
- Count, read and write numbers up to 100.
- Read and write numbers in words from 0 to 12.
- Count in multiples of **2s, 5s and 10s**.
- Begin to use the language of equal to, more than, less than, fewer, most and least.
- Recognise the place value of each digit in a two digit number (**tens, ones**).
- Compare and order numbers from 0 up to 100: **use <, > and = signs.**



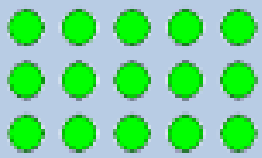
Addition and subtraction

- Read and write number sentences that use **+**, **-** and **=**.
- Add and subtract one digit and two digit numbers to 20, including 0 e.g. **16-8 =** **6+9 =**.
- Solve simple addition, subtraction and missing number problems e.g. **11 =** **- 9** **4 +** **=**.



Multiplication and Division

- Represent multiplication and division using objects, pictorial aids and arrays.

$$5 + 5 + 5 = 15$$
$$3 \times 5 = 15$$


Measurement

- Measure the length and height of objects.
- Use the language of measurement e.g. **long/short, longer/shorter, tall/short, double/half.**
- Weigh objects to find out how much they weigh.
- Use the language of weight/mass to compare objects e.g. **heavy/light, heavier than, lighter than.**
- Measure the capacity and volume of objects e.g. **full/empty, more than, less than, half, half full, quarter.**



Height
When we want to find out how tall something is.
The iPad is 6 cubes tall.

Length
When we want to find out how long something is.
The fish is 7 cubes long.

Width
When we want to find out how wide something is.
The iPad is 4 cubes wide.

Weight
When we want to find out how heavy something is.
The pencil weighs 5 cubes.

Capacity
When we want to find out how much something can hold.
The cup can hold 12 cubes.

Volume
When we want to find out how much space something takes up.
This model has a volume of 5 cubes.

Area
When we want to find out how much space is inside a shape.
This square has an area of 9 squares.

Tales From Miss D

Basic Skills

Here are some basic skills we would like our children to be able to do independently.

1. Do up the zip on my coat independently



2. Use a knife and fork to eat my food at lunchtime



3. Put on my PE Kit and uniform independently



4. Be responsible for ensuring I have everything I need at school e.g. my reading books, reading record, homework and coat.

