



Year 1
Achievement Standards
LITERACY

BY THE END OF YEAR 1, I SHOULD BE ABLE TO...

READING AND VIEWING

- recall key ideas and meaning in simple texts
- use sounds of letters and high-frequency words to make meaning of text when reading
- read short texts with some unfamiliar vocabulary, simple and compound sentences and pictures to develop fluency
- describe characters, settings, and events after reading texts
- understand that texts have different purposes and are structured differently, such as an information text with a contents page
- describe some differences between imaginative, informative and persuasive texts
- make connections from their own personal experiences when explaining information about a text
- state reasons for personal preferences of texts and listen to opinions of others
- recognise different types of simple punctuation, including full stops, question marks, exclamation marks and speech marks.
- discuss how authors create characters using pictures and language
- read high frequency words (Stage 1 PLD sight words – please see classroom teacher if you would like a list of these words)
- have an instructional reading level of 12-14

SPELLING AND WRITING

- write upper and lower-case letters
- create simple texts for a range of purposes
- begin to use different text structures e.g. imaginary, recount, information text, persuasive text, poetry, etc.
- create texts using writing, oral language and digital technologies
- provide details about ideas, events and characters using nouns and verbs
- spell high-frequency words accurately (Stage 1 PLD sight words - strategy 1 sound out words)
- spell one and two syllable words with common letter patterns and use short vowels, common long vowels and consonant blends when writing (Stage 1 PLD phonics - please see classroom teacher if you would like a list of these sounds)
- use capital letters and full stops accurately
- know that different punctuation marks signal different types of sentences e.g. full stops for sentences that make statements, question marks for sentences that ask questions, exclamation marks for sentences that express emotions or give commands.
- begin to edit own writing

SPEAKING AND LISTENING

- create and deliver short oral presentations on familiar or learned topics
- use appropriate language and interaction skills to make contributions to pair, group and whole class discussions
- speak clearly and audibly using appropriate volume and pace to familiar audiences
- use some body language, gestures and eye contact when speaking to familiar audiences
- engage in conversations and discussions by actively listening, showing interest, taking turns and contributing to others' ideas with information and questions
- use props and/or multimedia to support presentations