**Reading**
Students should be using a variety of ‘keys’ when reading:
1. Look at the picture.
2. Look at the beginning letter, say the first sound and think about the picture.
3. Look at what you know inside the word (patterns, chunks and blends).
4. Slide your finger along the word as you sound out the letters and chunks.
5. Cover up part of the word and sound it out in sections.
6. Skip the word and read the rest of the sentence. Ask what would make sense and match the letters and the sounds in the word?
7. Try another word if your word does not make sense, sound right or look right.

**Comprehension**
Students should be able to:
- Answer literal and inferential questions about stories read providing some detail and reasoning.
- Express preferences for specific stories, types of stories and/or authors.
- Retell a familiar story and discuss the characters, setting and plot.
- Discuss how authors create characters using language and images.
- Identify parts of a simple sentence that represent what is happening, who or what is involved and where/when the action is occurring.

**Handwriting**
Students should be able to:
- Use the correct pencil grip (tripod).
- Accurately produce each letter using the correct letter formation in the blue and red lines.

**Writing & Spelling**
Students should be able to:
- Write short imaginative and informative texts using the modelled writing structures being taught in class.
- Independently write sentences with varied sentence beginnings.
- Write left to right, use capital letters, full stops and spaces between words.
- Re-read own writing and suggest improvements.
- Use visual memory to spell high-frequency words (e.g. sight words).
- Attempt to spell unfamiliar words by matching most sounds to letters and/or letter clusters.
- Recognise sound-letter matches and common letter clusters (chunks) e.g. sh, th, ing, ed.
- Demonstrate a developing awareness of sentence level grammar (nouns/pronouns/verbs/adjectives/adverbs).

**Speaking & Listening**

**Oral Language**
Students should be able to:
- Speak clearly.
- Ask appropriate questions to clarify meaning.
- Give a set of clear instructions during games or group work.
- Demonstrate whole body listening.
- Speak in complete sentences using correct grammar and tense.

**Participation in Class Discussions**
Students should be able to:
- Engage in conversations and discussions, showing interest and contributing ideas, information and questioning.
- Use interaction skills including turn-taking, speaking clearly and using appropriate volume and pace.
- Make short presentations using taught structures.
Year One Maths
Semester One

**Number & Algebra**

Students should be able to:

**Number**
- Recognise, represent, read, write and order numbers to at least 100.
- Skip count by twos, fives and tens from zero to 100.
- Count collections to 100.
- Represent and solve simple addition and subtraction problems using a range of strategies (e.g. count on, partitioning).

**Fractions**
- Recognise and describe one-half as one of 2 equal parts.

**Money**
- Recognise, describe and order Australian coins according to their value.

**Patterns**
- Investigate and describe number patterns formed by skip counting and patterns with objects.

**Measurement & Geometry**

Students should be able to:

**Shape**
- Name and identify features of 3D shapes (cone, cylinder, sphere, cube, rectangular prism).
- Sort 3D shapes according to attributes.
- Name and identify features of 2D shapes (square, rectangle, circle, triangle, hexagon, rhombus).
- Find, sort and match 2D & 3D shapes in the environment.

**Measurement**
- Measure and compare the lengths and capacities of objects.
- Tell time to the half-hour.
- Describe duration using months, weeks, days and hours.

**Statistics & Probability**

Students should be able to:
- Represent data with objects and drawings (e.g. picture graph).
- Describe simple graphs.
- Understand the language of chance e.g. ‘will happen, might happen’ etc.

**Key Words**

Students are regularly exposed to new math vocabulary and should be able to demonstrate an understanding of the following terms: before, after, skip, add, subtract, take away, half, equal, order, pattern, side, edge, surface, shape, length, compare, same, different, volume, month, week, day, hour, graph, chance, etc.