



Grade 1 Learning Outcomes

Below are the learning outcomes of the course stating what students are expected to know/be able to do upon completion of the course.

Schoolwide Learner Outcomes

The 5 Steps Academy students develop the following global competencies (to the extent reasonable for their age group) to thrive in the unpredictable and fast-changing:

- Courage to try and make mistakes and the ability to learn from mistakes.
- Respect people regardless of their age, gender, nationality, religion, beliefs, or opinions.
- Discipline in self-development and achievement of dreams.

Mathematics

By the end of the course students should be able to:

- Recognise and name 2D and 3D Shapes
- Recognise growing patterns
- Count within 20 forward and backwards starting from any number
- Perform addition and subtraction within 20
- Understand counting patterns - up to 1,000
- Add and subtract two-digit numbers without and with regrouping
- Counting money
- Compare money amounts
- Figure out if there is enough money for a purchase.

English

By the end of the course students should be able to:

Vocabulary:

Memorize and correctly apply the meanings of 1034 core words from the stipulated list.

Grammar:

Identify and utilise the following grammatical features with proficiency.

- 1) Articles (*a, an, the*)
- 2) Possessive determiners (*my, your, his, her, its, our, their*)
- 3) Quantifiers (*any, most, more, many, much, several, all, few, some, both, fewer, every, little, a little, less, least*)
- 4) Pronouns
 - a. Personal (*I, me, we, us, they, them, he, she, it, you, her, his*)
 - b. Demonstrative (*this, that, these, those*)



- c. Interrogative (*who, what, whom, which, whose*)
- d. Indefinite (*nothing, something, anything, everything, nobody, somebody, everybody, anybody, someone, no one, everyone, anyone*)
- e. Possessive (*mine, yours, his, hers, ours, theirs*)
- 5) Subject-Verb Agreement (*is, am, was, were, are, has, had, have, having, live, lives, lived, living, do, did, doing, does*)
- 6) Tenses:
 - a. Present Simple & Continuous
 - b. Past Simple & Continuous
- 7) Verbs, irregular verbs and their spelling (*scurry - scurries, playing, gettingmake, ring, sleep, run, take, drive, eat, sing, learn, buy, speak, begin*)
- 8) *The same, like*
- 9) Adverbs
 - a. *-ly*,
 - b. Adverbs of Time: *sometimes, soon, often, never, tomorrow, seldom, rarely, usually, later, before, normally, always, still, ever, once, twice, thrice, now, yesterday, last week, next week*
 - c. Adverbs of Place: *nowhere, anywhere, everywhere, somewhere, away, back, around, outside, inside, here, there, nearby*
- 10) Prepositions (*with, by, at, over, on, onto, in, at, up, to, into, below, under, behind, during, since, for, of, off, against, along, around, from, between, within, until, above, towards, by, beside, through, across, among, as, except*)
- 11) Connectors (*as, because, since, although, so, or, but, when, and, while, then, after, during, for, if, until, yet, unless*)
- 12) Question words (*who, how, whom, which, whose, where, why, when, what*)
- 13) Distinguishing between Nouns, Verbs, Adjectives and Adverbs. Word forms (*-able, -ful, -ness, -fulness, -fully, -ed, -er, -ing, -ingly, -ment, -hood, -tive, -some, -tion, -y*)

Reading – word reading

- o apply phonic knowledge and skills as the route to decode words
- o respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- o read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- o read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- o read words containing taught GPCs and *-s, -es, -ing, -ed, -er* and *-est* endings
- o read other words of more than one syllable that contain taught GPCs
- o read words with contractions [for example, *I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s)



- o 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
- o re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - o being encouraged to link what they read or hear read to their own experiences
 - o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - o recognising and joining in with predictable phrases
 - o learning to appreciate rhymes and poems, and to recite some by heart
 - o discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - o drawing on what they already know or on background information and vocabulary provided by the teacher
 - o checking that the text makes sense to them as they read and correcting inaccurate reading
 - o discussing the significance of the title and events
 - o making inferences on the basis of what is being said and done
 - o predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing

- write 50-word compositions with basic structure and the makings of style.
- write sentences by:
 - o saying out loud what they are going to write about
 - o composing a sentence orally before writing it
 - o sequencing sentences to form short narratives
 - o re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils



- read aloud their writing clearly enough to be heard by their peers and the teacher.

Spelling

- spell:
 - o words containing each of the 40+ phonemes
 - o common exception words
 - o the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un-
 - 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]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Public Speaking

- Speak coherently and with ease in front of an audience.