

# YEAR 1 EXPECTATIONS

## Mathematics

Number and Place Value	Addition and Subtraction	Multiplications and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li><input type="checkbox"/> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</li> <li><input type="checkbox"/> Given a number, identify 1 more and 1 less.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li><input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20.</li> <li><input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including 0.</li> <li><input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.</li> <li><input type="checkbox"/> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</li> </ul>

## YEAR 1 EXPECTATIONS

Measures	Geometry – Properties of Shape	Geometry – Position and Direction
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>➤ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>➤ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>□ Measure and begin to record the following:               <ul style="list-style-type: none"> <li>➤ lengths and heights</li> <li>➤ mass/weight</li> <li>➤ capacity and volume</li> <li>➤ time (hours, minutes, seconds)</li> <li>➤ recognise and know the value of different denominations of coins and notes</li> <li>➤ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] .</li> </ul> </li> <li>□ Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>□ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>➤ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>➤ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>

# YEAR 1 EXPECTATIONS

Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply phonic knowledge to decode words.</li> <li><input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li><input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li><input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li><input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est.</li> <li><input type="checkbox"/> Read words of more than one syllable which contain GPCs known.</li> <li><input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li><input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li><input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li><input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li><input type="checkbox"/> Link what they read to their own experiences.</li> <li><input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories.</li> <li><input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart.</li> <li><input type="checkbox"/> Discuss the meanings of new words, linking them to words already known.</li> <li><input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li><input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li><input type="checkbox"/> Talk about the significance of the title and events.</li> <li><input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</li> <li><input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</li> <li><input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others.</li> <li><input type="checkbox"/> Explain clearly their understanding of what is read to them</li> </ul>

# YEAR 1 EXPECTATIONS

## Writing

Transcription		Composition	
Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, simple dictated sentences containing the GPCs and words taught so far.</li> <li><input type="checkbox"/> Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li><input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.</li> <li><input type="checkbox"/> Spell most common exception words in the YR 1 spelling appendix.</li> <li><input type="checkbox"/> Recognise and spell a set of simple compound words.</li> <li><input type="checkbox"/> Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</li> <li><input type="checkbox"/> Name the letters of the alphabet in order.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.</li> <li><input type="checkbox"/> Capital letters formed correctly for some names of people, places and the days of the week.</li> <li><input type="checkbox"/> Some spaces are left between words, although inconsistent.</li> <li><input type="checkbox"/> Most letters sit on the line correctly.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose sentences orally before writing; talk about where the sentence begins and ends.</li> <li><input type="checkbox"/> Attempt to write appropriately to the task.</li> <li><input type="checkbox"/> Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</li> <li><input type="checkbox"/> Compose orally and write simple poems.</li> <li><input type="checkbox"/> Re-read writing to check it makes sense.</li> <li><input type="checkbox"/> Discuss own writing with others; make simple changes where suggested.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write sentences or sentence-like structures which can be clearly understood.</li> <li><input type="checkbox"/> Often use 'and' to join words and clauses.</li> <li><input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</li> <li><input type="checkbox"/> Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li><input type="checkbox"/> Sometimes include adjectives for description.</li> <li><input type="checkbox"/> Begin to use some features of Standard English e.g. I did.</li> </ul>