

Maths



Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: $5 = 8 - \square$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

Spoken Language

Year 1 Expectations: Spoken Language

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others say in group talk
- Happy to join in with role play



End of Year 1 Expectations

This booklet includes the end of year 1 expectations for children in our school based on the new National Curriculum. These are the minimum requirements your child must meet in order to be graded as working at 'National Expectation.'

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading



Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Year 1 Expectations: Transcription

- 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 and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Expectations: Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing

Writing

