



Year 1 Expectations  
Reading, Writing and Mathematics

# READING – Year 1

## Reading for Pleasure and Motivation

Appreciate rhymes and poems

Recognise and join in with predictable phrases

Re-read these books to build up fluency and confidence

Listen to and confidently discuss poems, stories and non-fiction at a level beyond that at which they can read independently

Begin to recite poems by heart

Orally retell key stories, fairy stories and traditional tales

Confidently link what they read or hear to their own experiences 'The story reminds me of when I went on holiday because I got lost too!'

Discuss word meanings, linking new meanings to those already known (care—caring—careful)

## Understanding

Discuss the title of a book to deepen their understanding

Engage in role-play to identify with and explore characters and the language they have used before us

Check that the text makes sense to them as they read

Discuss the significance of key events in a story

Begin to make inferences on the basis of what is being said and done 'He's crying because he's unhappy'

Draw on what they already know or on background information and vocabulary provided by the teacher to understand books they read or hear

Correct their own inaccurate reading

Confidently predict what might happen on the basis of what has been read so far

## Word Reading

Begin to read aloud accurately books that are consistent with their developing phonic knowledge

Respond speedily with the correct sound to graphemes for 20+ phonemes

Read words with –s and –es endings (cats foxes)

Read all GPCs and common exception words taught in Reception

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

Respond speedily with the correct sound to graphemes for 30+ phonemes

Independently apply phonic knowledge taught so far to decode new words

Read accurately by blending sounds in unfamiliar words containing GPCs taught

Read many common exception words

Read words with –ing and –ed endings (opening opened)

Read words of more than one syllable that contain taught GPCs (rabbit jumping morning dinosaur)

Use a selection of Year 2 GPCs

Respond speedily with the correct sound to graphemes for all 40+ phonemes

Read most common exception words

Read words with –er and –est endings (bigger biggest)

Read words with contractions and understand that the apostrophe represents omitted letter(s) (I'm I'll we'll)

# WRITING – Year 1

## Terminology

Understands meanings of different writing purposes and begin to write them with appropriate features (stories, lists, letters)

Can use terminology when talking about writing: letter, capital letter, word, sentence, full stop,

Understand and use the following terminology when talking about writing: singular, plural, punctuation, question mark, exclamation mark

## Capitalisation

Usually use a capital letter for their own name

Start some sentences with a capital letter

Sometimes use a capital letter for: any person's name, the name of a place, the days of the week, the personal pronoun I

Start many sentences with a capital letter

Usually use a capital letter for: any person's name, the name of a place, the days of the week, the personal pronoun I

## Punctuation

Begin to use full stops independently, not necessarily accurately

End some sentences with a full stop

Recognise and verbally describe the function of question marks

Recognise and verbally describe the function of exclamation marks

End many sentences with a full stop

End some sentences with a question mark

End some sentences with an exclamation mark

## Spelling

Using knowledge of phonics to spell some words correctly including a selection of polysyllabic words Understand that many words have irregular spellings and be able to spell a selection of these (bus school he/she you was one two like said)

Name and use some letters of the alphabet

Using knowledge of phonics to spell many words correctly, including in sentences dictated by the teacher

Spell many common exception words, including in sentences dictated by the teacher

Spell most of the days of the week

Use most letter names 18) Use –s & -es suffixes to pluralise nouns (pens boxes)

Use –s suffix for third person singular verbs (She runs He hopes)

Use suffixes –ing -ed -er -est (helping helped helper quickest)

Use many Y1 spellings rules

Using knowledge of phonics to spell most words correctly

Spell most common exception words

Spell all of the days of the week

Use the prefix –un (unfair unlock)

Use most Y1 spellings rules

Confidently use all letter names to distinguish between alternative spellings of the same sound (of / off bus / buzz are / our)

## Handwriting

Form some legible lower case letters in the right direction

Begin to form some digits

Confidently write a range of sentences which can be read by the teacher

Form many lower case letters in the right direction

Form all capital letters

Form digits 0-9

Leave spaces between words

Form most lower case letters in the right direction

# MATHEMATICS – Year 1

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals.

Count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

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.

Read and write numbers from 1 to 20 in numerals and words.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ .

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.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe & solve practical problems for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (full/empty, more/less); time (quicker/slower/later).

Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

Describe position, directions and movements, including whole, half, quarter and three-quarter turns.