

Year 1 Age Related Expectations

Reading

Pupil(s) are beginning to independently apply their knowledge and skills:
To blend sounds in unfamiliar words using the GPCs that they have been taught.
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
To read words containing taught GPCs.
To read words containing -s, -es, -ing, -ed and -est endings.
To read words with contractions (for example, I'm, I'll, we'll).
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
To re-read texts to build up fluency and confidence in word reading.
To continue to demonstrate a pleasure in reading and a motivation to read.
To link what they have read or hear read to their own experiences.
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To retell familiar stories in increasing detail.
To recite simple poems by heart.
To discuss word meaning and link new meanings to those already known.
To check that a text makes sense to them as they read and to self-correct.

Writing

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Mathematics

Number and Place Value

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.

Addition and Subtraction

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 $7 = [] - 9$.

Multiplication and Division

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.

Fractions

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.

Measurement

Compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/ empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

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

Sequence events in chronological order using language [for example, 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.

Geometry - Shape

Recognise and name common 2D and 3D shapes, including:

- 2D shapes [for example, rectangles (including squares), circles and triangles]
- 3D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – Position and Direction

Describe position, direction and movement, including whole, half, quarter and three- quarter turns.