



AGE RELATED EXPECTATIONS FOR YEAR ONE

WRITING

- Single clause sentences are sequenced to form short narratives.
- Some use of simple co-ordination is evident using 'and' to join clauses.
- Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks.
- Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1.
- Days of the week are spelt accurately.
- -s/-es is used for plurals and there is increasingly accurate use of the prefix *un-* and suffixes *-ing*, *-ed*, *-er*, and *-est* where no change is needed in the spelling of the root word. [eg *helping*, *helped*, *helper*, *eating*, *quicker*, *quickest*].
- Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.
- Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
- There is some consistency in the size and spacing of digits and letters throughout the writing.
- Spacing between words is mostly appropriate.
- Writing is read out loud to check it makes sense and some changes made independently.

- Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Accurately reads common exception words as set out in Y1 Appendix 1
- Accurately reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Reads words of more than one syllable that contain taught GPCs.
- Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters.
- Reading is seen as a pleasurable activity.
- Checks that the text makes sense to them as they read and corrects inaccurate reading (of words).
- Makes simple links between what they read or heard to their own experiences.
- Can retell key stories, fairy stories and traditional tales.
- Recognises and joins in with predictable phrases.
- Can recite some rhymes and poems by heart.
- Can discuss the significance of the title and events.
- Makes simple inferences on the basis of what is being said and done.
- Can predict what might happen on the basis of what has been read so far.
- Participates in discussion about what is read to them, taking turns and listening to what others say.
- Can explain clearly their understanding of what has been read to them.

- Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals with correct orientation.
- Count in multiples of twos, fives and tens (up and back).
- Given a number, identify one more and one less up to 100.
- Identify and represent numbers using objects.
- Identify and represent numbers using pictorial representations including the number line.
- 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 and spelling them correctly.
- 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 $7 = \square - 9$.
- Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using concrete objects
- Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using 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 or shape.
- Recognise, find and name a half of a quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape. Recognise, find and name a quarter of a quantity.
- Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds).
- Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume.
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language (e.g., before and after, next, first).
- Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events.
- Tell the time to the hour and half past the hour.
- Recognise and name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.