End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths

Year 1 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ 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 2s, 5s and 10s. ❑ Given a number, identify 1 more and 1 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.	**Sufficient evidence shows the ability to:** ❑ 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 0. ❑ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	**Sufficient evidence shows the ability to:** ❑ 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.	**Sufficient evidence shows the ability to:** ❑ Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. ❑ Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Year 1 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement
Sufficient evidence shows the ability to: ❑ 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, lighterthan] ❑ capacity and volume [for example, full/empty, more than, lessthan, 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 ofcoins and notes ❑ sequence events in chronological order using language [forexample, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] . ❑ Recognise and use language relating to dates, including days of theweek, weeks, months and years. ❑ Tell the time to the hour and half past the hour and draw thehands on a clock face to show these times.	**Sufficient evidence shows the ability to:** ❑ Recognise and name common 2-D and 3-D shapes, including: ❑ 2-D shapes [for example, rectangles (including squares), circlesand triangles] ❑ 3-D shapes [for example, cuboids (including cubes), pyramidsand spheres].	**Sufficient evidence shows the ability to:** ❑ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Year 1 Reading

Word Reading

Sufficient evidence shows the ability to...

- ❑ Apply phonic knowledge to decode words.
- ❑ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- ❑ Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- ❑ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- ❑ Read words with the endings -s, -es, -ing, -ed and -est.
- ❑ Read words of more than one syllable which contain GPCs known.
- ❑ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- ❑ Read some phonically-decodable books, closely matched to phonic knowledge.
- ❑ Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Comprehension

Sufficient evidence shows the ability to...

- ❑ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- ❑ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- ❑ Link what they read to their own experiences.
- ❑ Recognise and join in with predictable phrases in poems and stories.
- ❑ Appreciate some rhymes and poems; recite some by heart.
- ❑ Discuss the meanings of new words, linking them to words already known.
- ❑ 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.
- ❑ Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- ❑ Talk about the significance of the title and events.
- ❑ 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.
- ❑ Predict what might happen on the basis of what has been read so far e.g. the boy will be in troublefor stealing the buns.
- ❑ Participate in discussion about what is read to them, taking turns and listening to others.
- ❑ Explain clearly their understanding of what is read to them.

Year 1 Writing

Transcription

Spelling

Sufficient evidence shows the ability to…

- ❑ Write from memory, simple dictated sentences containing the GPCs and words taught so far.
- ❑ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- ❑ 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.
- ❑ Spell most common exception words in the YR 1 spelling appendix.
- ❑ Recognise and spell a set of simple compound words.
- ❑ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.
- ❑ Name the letters of the alphabet in order.

Handwriting

Evidence:

- ❑ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- ❑ Capital letters formed correctly for some names of people, places and the days of the week.
- ❑ Some spaces are left between words, although inconsistent.
- ❑ Most letters sit on the line correctly.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to…

- ❑ Compose sentences orally before writing; talk about where the sentence begins and ends.
- ❑ Attempt to write appropriately to the task.
- ❑ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- ❑ Compose orally and write simple poems.
- ❑ Re-read writing to check it makes sense.
- ❑ Discuss own writing with others; make simple changes where suggested.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to…

- ❑ Write sentences or sentence-like structures which can be clearly understood.
- ❑ Often use 'and' to join words and clauses.
- ❑ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- ❑ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- ❑ Sometimes include adjectives for description.
- ❑ Begin to use some features of Standard English e.g. I did.