

End of Year 1 Expectations for English

Spoken Language

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| Speaking | <p>Speak clearly and confidently in front of others</p> <p>Does not stray away from main topic when engaged in collaborative talk</p> <p>Hold attention well when collaborating with others</p> |
| Listening | <p>Prepare to ask relevant questions to extend understanding and knowledge</p> <p>Listen carefully to what others are saying in group talk and respond appropriately</p> |

Reading

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| Word recognition | <p>Match all 40+ graphemes (written sounds) to their phonemes (auditory sound)</p> <p>Blend sounds in unfamiliar words or divide words into syllables to decode</p> <p>Read phonically decodable texts with confidence</p> <p>Read words with contractions, understanding that the apostrophe represents omitted letters</p> <p>Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word</p> |
| Comprehension | <p>Check that the text makes sense to them as they read and correct miscues</p> <p>Understand and talk about the main characteristics within a known story</p> <p>Link what they read to their own experiences and use prior knowledge, context and vocabulary provided to understand texts</p> <p>Discuss word meanings, linking to new meanings to those already known</p> <p>Begin to draw inferences from the text and/or illustrations</p> <p>Make predictions based on the events in the text</p> |

Writing

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| Technical Skills | Spelling | <ul style="list-style-type: none"> • Spelling most HFW and Year 1 common exception words correctly • Spelling most words correctly, using the Year 1 rules. |
| | Grammar and Punctuation | <p>Using sentences in statement and question form.</p> <p>Beginning to use past and present tenses more consistently</p> <p>Beginning to use coordination e.g. and</p> <p>Beginning to use subordination e.g. because</p> <p>Using mostly correctly capital letters at the start of sentences, a full stop at the end of a sentence, question marks and a capital letter for personal pronoun I</p> <p>Making some use of exclamation marks and capital letters for proper nouns</p> |
| | Handwriting | <p>Maintaining legibility, fluency and speed at an age appropriate level</p> <p>Form lower case letters in the correct direction starting with lead ins and finishing with flicks with the correct orientation, moving towards joining as appropriate.</p> |
| | Proof reading and editing | <p>Proof read and edit work in line with the year 1 curriculum expectations for spelling, grammar and vocabulary choices.</p> |
| Application within | Purpose and Organisation | <p>A series of sentences that should be cohesive and legible, some going beyond simple sentences (e.g. compound joined with 'and').</p> |

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| writing | Composition and effect | Beginning to use some expanded noun phrases to describe and specify e.g. the old man, the comfy chair for effect |
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End of Year 1 Expectations for Maths

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| Arithmetic | Number and Place Value | Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Count, read and write numbers to 100 in numerals 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 and least |
| | Addition and Subtraction | Represent and use number bonds and related addition and subtraction facts within 20 Add and subtract a multiple of 10 to a 1 or 2-digit number. Add and subtract one-digit and two-digit numbers to 20 to any 1 or 2 digit number, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs |
| | Multiplication and Division | Begin to recite 2, 5 and 10 multiplication tables. Begin to make links between repeated addition and multiplication tables |
| | 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 and measure simple length and height (m or cm), mass (g or Kg) and capacity (l) Measure time (h or min or sec); Tell the time to the hour and half hour Recognise and use language relating to dates (days of the week, weeks, months, years) Recognise and know the value of different denominations of coins & notes | |
| Geometry | Name common 2D and 3D shapes Describe position, direction and movement using: left/right, up/down, top/middle, bottom, front/behind/around/near/far/inside/outside and using whole/half/quarter/three-quarter turns etc. | |
| Reasoning skills and application of number | Solve problems - applying their mathematics to problems with increasing sophistication and persevering in seeking solutions. Follow lines of enquiry, conjecture relationships and generalisations, and develop an argument, justification or proof using mathematical language | |

