

## 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
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li><input type="checkbox"/> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</li> <li><input type="checkbox"/> Given a number, identify 1 more and 1 less.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li><input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20.</li> <li><input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including 0.</li> <li><input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.</li> <li><input type="checkbox"/> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</li> </ul>
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>➤ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>➤ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>➤ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li><input type="checkbox"/> Measure and begin to record the following:                             <ul style="list-style-type: none"> <li>➤ lengths and heights</li> <li>➤ mass/weight</li> <li>➤ capacity and volume</li> <li>➤ time (hours, minutes, seconds)</li> <li>➤ recognise and know the value of different denominations of coins and notes</li> <li>➤ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] .</li> </ul> </li> <li><input type="checkbox"/> Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li><input type="checkbox"/> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including:                             <ul style="list-style-type: none"> <li>➤ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>➤ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	

**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 trouble for 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.