



# End of Year 1 Expectations

This booklet contains the statements against which we assess the progress of Year 1 pupils. To achieve a standard, a pupil *should* achieve all statements at the standard, although teacher judgement is used to ensure an accurate overall assessment of the pupil's attainment.

These statements are not a predictor of attainment at the end of Year 2 but allow us to track the progress of all pupils to ensure that they are achieving and receiving appropriate support if required.

# Reading

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## **Working towards the expected standard**

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words containing known GPCs (letters matched to sounds).
- Read many Y1 common exception words
- Begin to read words containing alternative graphemes (Phase 5)
- Link what they read to their own experiences.
- Recognise and join in with predictable phrases and simple recurring literary language.
- Notice when the text does not make sense and re-read to self-correct any misread words.
- Discuss the significance of title and events.
- Answer simple literal retrieval questions about a text e.g. about character and plot.
- Make predictions about what might happen in a book based on what has been read so far with teacher support.

## **Reading at the expected standard**

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.
- Read most Y1 common exception words.
- Read words with common suffixes (e.g. – s, –es, –ing, –ed, –er and –est endings).
- Read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground).
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've).
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Appreciate rhymes and poems, reciting some by heart.
- Notice when the text does not make sense and re-read to self-correct any misread words.
- Use contents page and glossary in non-fiction books to locate information in response to simple questions.
- Answer simple literal retrieval questions about a text e.g. about character and plot.
- Begin to make simple inferences from the text based on what is said and done.

## **Reading at greater depth within the expected standard**

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.
- Read accurately some words of two or more syllables that
- contain the same grapheme-phoneme correspondences
- Read many Y2 common exception words.
- Use punctuation and text layout to read with a greater range of expression and control.
- Read aloud many words quickly and accurately without overt sounding and blending.
- Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end.
- Use an understanding of the text to make simple predictions.
- In discussion with the teacher, the pupil can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.
- Locate pages/sections of interest (e.g. favourite characters, events or pictures).
- Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries
- Choose and talk about a favourite book from a selection.

# Writing

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## **Working towards the expected standard**

- Spell words with simple phoneme/grapheme correspondence accurately (e.g. cat, dog, red) (Phase 2).
- Spell some words using common digraphs and trigraphs correctly (e.g. b-oa-t, sh-ee-p; l-igh-t) (Phase 3).
- Spell some Y1 common exception words.
- Form commonly used lower case letters in the correct direction, starting and finishing in the right place.
- Form some capital letters.
- Use phrases or sentence-like structures to communicate ideas.
- Show awareness of full stops – but these may not be placed correctly.
- Start a piece of writing with a capital letter.
- Spacing used but distances between words and letters may vary.
- Attempt to write about familiar events.
- Invent own compositions, which may need mediating to be understood (e.g. through oral rehearsal or performance through role play).

## **Writing at the expected standard**

- Spell words containing each of the 40+ phonemes (Phase 3).
- Segment and spell words containing adjacent consonants (e.g. boost, champ, burnt) (Phase 4).
- Spell most of the Y1 common exception words.
- Form capital letters.
- Form many lower-case letters in the correct direction, starting and finishing in the right place.
- Use familiar adjectives to add detail (e.g. red apple, bad wolf).
- Begin to use “and” to create extended sentences.
- Some evidence of use of full stops and capital letters to demarcate sentences.
- Use spaces in between words.
- Attempt simple, familiar forms (stories, captions).
- Another person is able to read writing with some mediation.
- Some events/ideas in appropriate order (e.g. actions listed in time/ sequence).

## **Writing at greater depth within the expected standard**

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others (Phase 5)
- spell some Y2 common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



# Maths

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## **Working towards the expected standard**

- Count to and across 50, forwards and backwards, from any given number.
- Read and write numbers to 50 in numerals with support for any reversals.
- Count in 5s and 10s.
- When given a number to 50, can identify one more and one less using apparatus.
- Add and subtract 1- and 2-digit numbers to 20 using a range of resources.
- Compare and describe different measures using appropriate vocabulary for lengths, mass, capacity, time.
- Tell the time to the hour and with support draw hands on a clock to show these times.
- Recognise and name many common 2-D and 3-D shapes (rectangles, squares, circles, triangles, cuboids, cubes, pyramids, spheres).

## **Maths at the expected standard**

- 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 2, 5s and 10s.
- When given a number, can identify one more and one less.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract 1-digit and 2-digit numbers to 20, including zero.
- Solve missing number problems such as  $7 = 9 - ?$  using concrete objects or pictorial representations.
- With support, solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.
- Recognise, find and name a half and a quarter of an object, shape or quantity.
- Measure and record length/height, mass/weight, volume/  
capacity and time using non-standard units.
- Recognise and know the value of different denominations of coins and notes.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and name common 2-D and 3-D shapes (rectangles, squares, circles, triangles, cuboids, cubes, pyramids, spheres)

### **Maths at greater depth within the expected standard**

- Demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as  $35 < 53$  and  $42 > 36$ ).
- Count in 2s, 5s and 10s from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- Read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- Use number bonds and related subtraction facts within 20 to solve problems (e.g.  $18 = 9 + ?$ ;  $15 = 6 + ?$ ).
- Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ), they can demonstrate their method using concrete apparatus or pictorial representations.
- Recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- Recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shape.