

Year 1 National Expectations



These are the things that we expect children in Year 1 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply phonic knowledge and skills as the route to decoding words
	To respond speedily with the correct sound to letters or groups of letters for all 40 phonemes, including alternative sounds for graphemes
	To read accurately by blending sounds in unfamiliar words containing all the sounds that have been taught
	To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	To read words containing the sounds which have been taught and the endings –s, -es, -ing, -ed, er, -est.
	To read words of more than one syllable containing the sounds which have been taught
	To read words with contractions (e.g. I'm, I'll etc.) and understand that the apostrophe represents the omitted letter (s)
	To read aloud accurately books that are consistent with their developing knowledge and that do not require them to use other strategies to work out words
	To re-read these books to build up their fluency and confidence in word reading
Comprehension	To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	To link what they read or hear read to their own experiences
	To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	To recognise and join in with predictable phrases
	To appreciate rhymes and poems, and to recite some by heart
	To discuss word meanings, linking new meanings to those already known
	To draw on what they already know or on background information to work out the meaning of a text
	To check that the text makes sense to them as they read and correct inaccurate reading
	To discuss the significance of the title and events
	To make inferences on the basis of what is being said and done
To predict what might happen on the basis of what has been read so far	

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing a wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussion about what is read to them, taking turns and listening to what others say. Finally, they should explain clearly their understanding of what is read to them.

Expectations for Writing

Sentence	To combine words to make sentences
	To join words and clauses using 'and'
Text	To sequence sentences to form short narratives
Punctuation	To separate words with spaces
	To use capital letters and full stops to demarcate sentences
	To begin to use question marks and explanation marks to demarcate sentences
Spelling	To spell words (including those which contain the 40+ phonemes, the common exception words and the days of the week)
	To name the letters of the alphabet
	To add prefixes and suffixes
Handwriting	To adopt appropriate position for handwriting
	To form letters and numbers correctly
	To understand which letters belong to which handwriting 'families'
Composition	To write sentences by saying out loud what they are going to write about
	To compose sentences orally before writing
	To re-read sentence to check that it makes sense
	To read aloud what they have written clearly
	To discuss what they have written with others

Expectations for Maths

Number and Place Value	To count up to and past 100 forwards and backwards starting from any numbers
	To read and write numbers to 100 in numerals
	To count in multiples of two, fives and tens
	To identify one more and one less from a given number
	To identify and represent numbers using objects and pictorial representations, including on a number line
	To compare numbers using the language of equal to, more than, less than (fewer), most, least
	To read and write numbers from 1 to 20 in words
Addition and Subtraction	To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
	To represent and use number bonds and related subtraction facts within 20 by combining and counting on/back
	To add and subtract one-digit and two-digit numbers to 20, including zero
	To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations
	To solve missing number problems such as $7 = ? - 9$.
Multiplication and Division	To solve one-step problems involving multiplication and division
	To calculate the answer using concrete objects, pictorial representations and arrays with the support of the teacher
Fractions	To recognise, find and name a half as one of two equal parts of an object, shape and quantity
	To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Measure	To compare, describe and solve practical problems for lengths and heights; mass or weight; capacity and volume; time
	To measure and begin to record the following: lengths and heights; mass or weight; capacity and volume; time
	To recognise and know the values of different denominations of coins and notes
	To sequence events in chronological order using language (such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
	To recognise and use language relating to dates, including days of the week, months, and years
	To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Geometry	To recognise and name common 2-D and 3-D shapes
	To describe position, directions and movements, including half, quarter and three quarter turns.

