End of Year Expectations in Year 1

Reading, Writing and Mathematics
Year 1 Expectations

• The following pages outline the national expectations for children in Year 1 by the end of the academic year.
• The expectations are from the new National Curriculum which was introduced in September 2014
• Years 1, 3, 4 and 5 are being assessed by these expectations this year. Years 2 and 6 assessments will change in September 2015.
• By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on the ‘exceeding’ targets.
### Assessing Reading: Meeting Year 1 Expectations

#### Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing ‘s, es, ing, ed, er, est’ endings
- Read words which have the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

#### Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text
## Year 1 Exceeding Expectations: Reading

- Read accurately and confidently words of 2 or more syllables
- Talk about favourite authors or genre of books
- Can predict what happens next in familiar stories
- Happy to read aloud in front of others
- Tell someone about likes and dislikes related to story they have read or a story they have had read to them
- Read a number of signs and labels in the environment drawing from phonic knowledge when doing so
- Aware of mistakes made because reading does not make sense
- Re-read a passage if unhappy with own comprehension
- Growing awareness of how non fiction texts are organised
- Use illustrations as an important feature in aiding reading
## Assessing Writing: Meeting Year 1 Expectations

### Year 1 Expectations: Transcription

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters and the digits 0-9.
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
- Identify known phonemes in unfamiliar words.
- Use syllables to divide words when spelling.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Use the spelling rule for adding s or es for verbs in 3rd person singular.
- Name the letters of the alphabet in order.
- Use letter names to show alternative spellings of the same phoneme.

### Year 1 Expectations: Composition

- Compose a sentence orally before writing it.
- Sequence sentences to form short narratives.
- Sequence sentences in chronological order to recount an event or an experience.
- Re-read what they have written to check that it makes sense.
- Leave spaces between words.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
- Use ‘and’ to join sentences together.
- Know how the prefix ‘un’ can be added to words to change meaning.
- Use the suffixes: s, es, ed, er and ing within their writing.
## Assessing Writing: Exceeding Year 1 Expectations

<table>
<thead>
<tr>
<th>Year 1 Exceeding Expectations: Writing</th>
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<tbody>
<tr>
<td>• Write short stories about something personal to them</td>
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<tr>
<td>• Sequence a short story or series of events related to learning in science, history and geography</td>
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<tr>
<td>• Writing makes sense to the reader without additional explanation</td>
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<tr>
<td>• Confident in changing the way sentences start</td>
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<tr>
<td>• Make sentences longer and use words other than ‘and’ and ‘then’ to join ideas together</td>
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<tr>
<td>• Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary</td>
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<tr>
<td>• Know which letters sit below the line and which are tall letters</td>
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<tr>
<td>• Consistent in use of lower case and capital letters</td>
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<td>• Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words</td>
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<tr>
<td>• Spell almost all words in the Year 1 and 2 list accurately.</td>
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</tbody>
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## Assessment: Meeting Year 1 Expectations

### Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: 5 = 8 - __
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

### Year 1 Expectations: Measurement and Geometry

- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and oblong
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to ‘o’clock’ and half past the hour
Assessment: Exceeding Year 1 Expectations

<table>
<thead>
<tr>
<th>Year 1 Exceeding Expectations:</th>
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<tbody>
<tr>
<td>• Count reliably well beyond 100</td>
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<tr>
<td>• Count on and back in 3s from any given number to beyond 100</td>
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<tr>
<td>• Say the number that is 10 more or 10 less than a number to 100</td>
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<tr>
<td>• Know the signs (+); (-); (=); (&lt;); (&gt;)</td>
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<tr>
<td>• Apply knowledge of number to solve a one-step problem involving an addition, subtraction and simple multiplication and division</td>
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<tr>
<td>• Add and subtract 1-digit and 2-digit numbers to 50, including zero</td>
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<tr>
<td>• Recognise all coins and notes and know their value</td>
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<tr>
<td>• Use coins to pay for items bought up to £1</td>
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<tr>
<td>• Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc.</td>
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<tr>
<td>• Recognise different 2D and 3D shapes in the environment</td>
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