

## (Reading Comprehension)

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently .
  - being encouraged to link what they read or hear read to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - recognising and joining in with predictable phrases.
  - learning to appreciate rhymes and poems, and to recite some by heart.
  - discussing word meanings, linking new meanings to those already known.
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say .
- explain clearly their understanding of what is read to them.

# What are the expectations for my child in Year 1?



This booklet is designed to give you a clear understanding of what the year 1 expectations are for Reading, Writing and Maths. The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

# Maths

## Number and Place Value

Pupils should be taught to:

- 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 multiples of twos (2, 4, 6...), fives (5, 10, 15...) and tens (10, 20, 30...)
- given a number, identify one more & one less, e.g. what is one more than 7? (8) What is one less than 14? (14)
- 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.
- read and write numbers from 1 to 20 in numerals & words.

## Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20

E.g.  $4 + 6 = 10$  so  $10 - 4 = 6$  and  $10 - 6 = 4$

$13 + 7 = 20$  so  $20 - 7 = 13$  and  $20 - 13 = 7$

- + and - one-digit and two-digit numbers to 20, including 0.
- solve one-step problems that involve + and -, using objects and pictorial representations, and missing number problems such as  $7 = \square - 9$  or  $9 + \square = 13$

# Reading (Word Reading)

Pupils should be taught to:

- apply phonic knowledge and skills to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)
- read words containing -s, -es, -ing, -ed, -er and -est endings (e.g. jumping, jumped, buzzed, buzzer, rocks, catches)
- read other words of more than one syllable (e.g. rabbit, sunset, pocket)
- read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- read aloud accurately books that are phonically decodable.
- re-read these books to build up their fluency and confidence in word reading.

# Writing

## Composition

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

## Grammar, Punctuation and vocabulary

Pupils should be taught to:

- develop their understanding by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use grammatical terminology when discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question, exclamation).

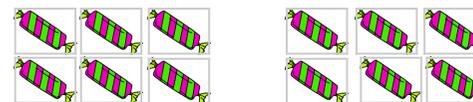
# Maths

## Multiplication and Division

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using objects, pictorial representations and arrays with the support of the teacher, e.g.

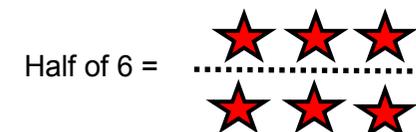
I have 12 sweets to share equally between 2 bowls, how many sweets will be in each bowl?



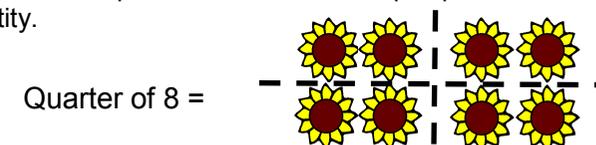
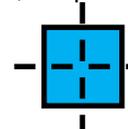
## Fractions

Pupils should be taught to:

- 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.



## Geometry

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes e.g. rectangles (including squares), circles & triangles
  - 3-D shapes e.g. cuboids (including cubes), pyramids & spheres.
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

# Maths

## Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for:
  - lengths and heights e.g. long/short, longer/shorter, tall/short, double/half
  - mass/weight e.g. heavy/light, heavier than, lighter than
  - capacity and volume e.g. full/empty, more than, less than, half, half full, quarter
  - time e.g., quicker, slower, earlier, later
- measure and begin to record the following:
  - lengths and heights (cm)
  - mass/weight (g)
  - capacity and volume (ml)
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon & evening
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the



# Writing

## Spelling

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught (List on school website)
  - common exception words (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns & the third person singular marker for verbs
  - using the prefix un– (e.g. unhelpful, unkind, undo)
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest
- write from memory simple sentences dictated by the teacher.

## Handwriting

Pupils should be taught to:

- 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
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. (Handwriting letter families can be found on the school website)