

## Year 1 Expectations in Maths

Place value	Addition & subtraction	Multiplication & division	Fractions	Measurement
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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>read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two digit numbers to 20, including zero</li> <li>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>compare describe and solve practical problems for:</li> <li>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> <li>mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>capacity/volume e.g. (full/empty, more than, less than, half, half full, quarter)</li> </ul>

## Year 1 Expectations in Reading

Word reading	Comprehension
<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to letters</li> <li>read accurately by blending sounds in unfamiliar words</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable</li> <li>read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul> </li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p><b>understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>

## Year 1 Expectations in Writing

Spelling (see Appendix 1)	Handwriting	Composition	Vocabulary, grammar and punctuation
<p>Pupils should be taught to:</p> <p><b>spell:</b></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix <i>un-</i></li> <li>using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</li> <li>apply simple spelling rules and guidelines</li> <li>write from memory simple sentences dictated by the teacher that include words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9 correctly</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways such as a, c, d, g etc) and to practise these.</li> </ul>	<p><b>write sentences by:</b></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Develop their understanding of the concepts set out in Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining sentences using</li> <li>beginning to punctuate sentences using capital letter and a full stop, question and exclamation marks</li> <li>using a capital letter for names places, the days of the week, names of people and the pronoun ‘I’</li> <li>learning the grammar in column 1 Appendix 2</li> <li>use the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>

### Appendix 1- Year 1

#### 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