

End of Year 1 Expectations

Reading

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do the following:

- apply phonic knowledge and skills to decode words and respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words
- read most common exception words in the Year 1 list
- read accurately books that are consistent with their developing phonic knowledge
- start to make inferences from clues in a book
- predict what might happen on the basis of what has been read so far
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently, drawing on what they already know
- retell traditional stories considering their particular characteristics and recognising and joining in with predictable phrases
- check sense of reading through self-correcting
- suggest meaning of unknown words using the context to help
- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- read accurately most words of two or more syllables that contain the same grapheme-phoneme correspondences
- explain their understanding of what is read to them at a literal level
- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately
- read words with contractions (for example I'm, I'll, we'll)
- in discussion with the teacher, the child can answer questions and make simple inferences from the text eg how is a character feeling
- appreciate rhyme and poems, and can recite some by heart

Writing

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do the following:

- write phrases and sentences that make sense to the reader
- show awareness of the use of capital letters and full stops for punctuation
- segment sounds in words, including long vowels, and blend together when writing
- make phonically plausible attempts when spelling new words
- reads back to check for sense
- spell many common exception words from the year 1 list
- form letters mostly in the correct direction, starting and finishing in the right place
- use finger spaces to separate words
- use co-ordination to extend a sentence using 'and', for example

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above and:

- write sentences that are sequenced to form a short narrative (real or fictional)
- extends sentences with the use of and or then, for example
- demarcate some sentences with capital letters, full stops and question marks
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others

- spell most common exception words from the year 1 list
- reads back checking for sense and begins to make changes
- form letters in the correction 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 consistently

NB A child's writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a child's attainment overall. A teacher's professional judgement about whether the child has met the standard overall takes precedence. This approach applies to English writing **only**.

Maths

Children who are working **at the expected standard** for their age are assessed as **expected**. This means that they are able to do the following:

Number and place value

- counts to and across 100 beginning with 0 or one, or from any given number
- count backwards to and across 100 from any given number
- count, read and write numbers to 100 in numerals
- count in multiples of twos, fives and tens
- given a number, identify one more or one less

Addition and subtraction

- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit numbers to 20, including zero
- add and subtract two-digit number to 20, including zero

Multiplication and division

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

Fractions and decimals

- recognise, find and name a half as one of two equal parts of a quantity
- recognise, find and name a half as one of two equal parts of an object or shape
- recognise, find and name one quarter as one of four equal parts of a quantity
- recognise, find and name a quarter as one of four equal parts of an object or shape

Measurement

- compare, describe and solve practical problems for length and height, mass and weight, capacity and volume
- compare, describe practical problems for time
- tell the time to the hour and draws the hands on a clock face to show these times
- tell the time to half past the hour and draws the hands on a clock face to show these times

Geometry

- recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres

If a child can do some of the above, but not all, they are assessed as **working towards** the expected standard.

Children who are working at a **greater depth** within this expected standard are assessed as **working at greater depth**. This means that they can do all of the above independently and competently and:

- are able to reason and make corrections to other areas of maths and have the insight, fluency and flexibility to apply the mathematics to unfamiliar contexts and problems