

End of KS1 Expectation

English reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for at least 40+ phonemes*
- accurately read some words of 2 or more syllables that contain the same grapheme phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

*Teachers should refer to the [spelling appendix to the national curriculum](#) (English appendix 1: spelling) to exemplify the words that pupils should be able to read as well as spell.

Working at the expected standard

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate** books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words***
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

*Teachers should refer to the [spelling appendix to the national curriculum](#) (English appendix 1: spelling) to exemplify the words that pupils should be able to read as well as spell.

**Teachers should compare the books that their pupils read with those provided for the KS1 reading test. The sources for the reading test are listed in the copyright acknowledgements in published KS1 test materials.

***Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

English writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct 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

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at KS1 mostly correctly*
- spell most common exception words*
- add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly*
- use the diagonal and horizontal strokes needed to join some letters

Mathematics

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones, to demonstrate an understanding of place value, though they may use structured resources – such as base 10 apparatus – to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus – for example: $23 + 5$, $46 + 20$, $16 - 5$, $88 - 30$
- recall at least four of the six* number bonds for 10 and reason about associated facts – for example: $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties – for example: triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres

*Key number bonds to 10 are: $0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: $48 + 35$, $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

*The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given, and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking – for example: $29 + 17 = 15 + 4 + \square$ or 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?'
- solve unfamiliar word problems that involve more than one step – for example: 'Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?'
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2D and 3D shapes, using their properties – for example: that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions

*The scale can be in the form of a number line or a practical measuring situation.