

## Year 1 Meeting 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 Writing 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 3<sup>rd</sup> person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Writing 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

### 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