



End of Year Expectations for Year 1

The following pages outline the national expectations for children in Year 1 by the end of the academic year.

These replace the old system of levels and provide you as parents with a clear idea of what the children should be achieving at the end of the year.

All the objectives will be worked on throughout the year and will be the focus of teaching. Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

We have also produced 'deepening' targets for parents to show you the targets that the children will be working towards if they have met all of the 'expected' targets.

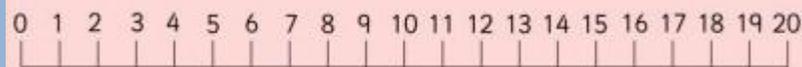
If you have any queries regarding the content or would like support in knowing how best to help your child please talk to your child's class teacher.

End of Year expectations for Maths

By the end of Year 1 your child is expected to tackle a range of mathematical challenges with enthusiasm and competently apply their counting skills to solve basic calculations.

Number and place value

- Count reliably to 100
- Count on and back in 1s, 2s, 5s and 10 from any given number to 100
- Say a number 1 more or less than a number to 100
- Represent numbers using objects and pictorial aids such as a number line:



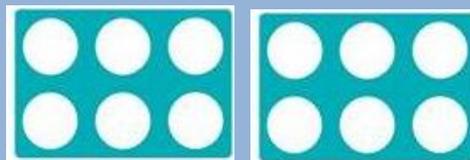
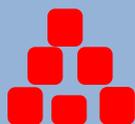
- Read and write numbers in words from 0 to 20
- Count in multiples of 2's, 5's and 10's
e.g. 2, 4, 6, 8 and so on
- Understand and use the language of equal to, more than, less than, fewer, most and least

Addition and subtraction

- Read and write number sentences that use +, - and =
- Use bonds and subtraction facts to 20
e.g. $20+0=20$, $19+1=20$, $18+2=20$ or $20-7=13$, $20-6=14$
- Add and subtract 1-digit and 2 digit numbers to 20, including zero.
- Solve a missing number problem, such as: $5=8-?$
- Solve simple addition and subtraction problems using objects or pictorial aids

Multiplication and division

- Solve simple multiplication and division problems using objects, pictorial aids and arrays
e.g. There are 2 elephants, each eats 6 bananas. How many bananas were eaten altogether?
Objects Arrays



Fractions

- Identify, name and find a half or quarter of an object, shape or quantity
Half being 1 of 2 equal parts
Quarter being 1 of 4 equal parts

Measurement

- Name the days of the week and months of the year
- Begin to sequence events in chronological order, including days of the week, months and years
- Tell o'clock and half past times
- Recognise all coins: £1; 50p; 20p; 10p; 5p; 2p and 1p and begin to know some of the value of coins
- Compare length, height, mass/weight and capacity using language such as long, longer, longest, heavy, light, full, empty etc.

Shape, position and direction

- Recognise and name common 2d and 3d shapes
2d shapes such as rectangles and circles
3d shapes such as cuboids, pyramids and spheres
- Describe position, direction and movement
e.g. whole, half and quarter turns

Year 1 Deepening Expectations:

- Count reliably well beyond 100
- Count on and back in 3s from any given number to beyond 100
- Say the number that is 10 more or 10 less than a number to 100
- Know the signs (+); (-); (=); (<); (>)
- Apply knowledge of number to solve a one-step problem involving a addition, subtraction and simple multiplication and division
- Add and subtract 1-digit and 2-digit numbers to 50, including zero
- Recognise all coins and notes and know their value
- Use coins to pay for items bought up to £1
- Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc.
- Recognise different 2D and 3D shapes in the environment

End of year 1 expectations for reading .

By the end of Year 1 it is expected that your child will enjoy reading, read simple texts independently and be able to discuss what they have read.

Word reading

- Quickly recall all 40+ phoneme grapheme correspondences (Phase 3)
- Read phonically decodable texts with confidence and blend sounds in unknown words
- Divide words into syllables, for example sunset and read word so for more than one syllable that contain taught grapheme, phoneme correspondence.
- Read compound words, for example farmyard, bedroom
- Read common words by sight e.g. their, called, asked, could etc.
- Read words with contractions e.g. I'm or we'll and understand that the apostrophe represents the omitted letter(s)
- Read words with simple suffixes such as 's', 'es' and 'ing' e.g. fish, fishes and fishing
- Read words which have the prefix -un added.

Experienced reading

- Read simple texts with confidence and fluency
- Recognise capital letters, full stops, question marks, exclamation marks and ellipsis (....)
- Begin to use punctuation cues to aid pace and intonation e.g. pause at full stops, use voices for speaking characters
- Re-read if reading does not make sense and self-correct

Comprehension

- Enjoy reading and say what they like or dislike about a text.
- Know the difference between fiction and non-fiction text
- Discuss poems, stories and non-fiction texts and explain their understanding of them
- Link what they read or hear read to their own experiences
- Retell familiar stories e.g. fairy tales or a series of events
- Understand and talk about the main characteristics within a known key story.
- Identify and join in with predictable or repetitive phrases and learn some poems and rhymes by heart.
- Talk about simple word meanings
- Make simple inferences on the basis of what has been said or done
e.g. "What does this tell us about the character?"
- Predict what might happen on the basis on what has been read
- Explain what they understand about a text
e.g. "What might the story be about and what makes you think that?"

Year 1 Deepening Expectations: Reading

- Read accurately and confidently words of 2 or more syllables
- Talk about favourite authors or genre of books
- Can predict what happens next in familiar stories
- Happy to read aloud in front of others
- Tell someone about likes and dislikes related to story they have read or a story they have had read to them
- Read a number of signs and labels in the environment drawing from phonic knowledge when doing so
- Aware of mistakes made because reading does not make sense
- Re-read a passage if unhappy with own comprehension
- Growing awareness of how non fiction texts are organised
- Use illustrations as an important feature in aiding reading

End of year expectations for writing

By the end of Year 1 your child is expected to be a creative writer who can write a series of sentences independently.

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 and check that it makes sense
- Write sentences with clear spaces between words
- Begin to punctuate sentences using:
 - Capital letters
 - Full stops
 - Questions marks
 - Exclamation marks
- Use capital letters 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 e.g. unkind, untie etc
- Use the suffixes: s, es, ed and ing within their writing

Handwriting

- Hold a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction using cursive script (starting and finishing in the right place)
- Correctly form all capital letters and the digits 0-9
- Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways)

Spellings

- Name the letters of the alphabet in order .
- Use knowledge of syllables, phonemes, letter names to narrow down possibilities for accurate spelling of words.
- Spell key words such as was, you, are etc
- Use the spelling rule for adding s or -es for verbs in 3rd person singular.

Year 1 Deepening Expectations: Writing

- Write short stories about something personal to them
- Sequence a short story or series of events related to learning in science, history and geography
- Writing makes sense to the reader without additional explanation
- Confident in changing the way sentences start
- Make sentences longer and use words other than 'and' and 'then' to join ideas together
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary
- Know which letters sit below the line and which are tall letters
- Consistent in use of lower case and capital letters
- Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spell almost all words in the Year 1 and 2 list accurately.