

Rusper Primary School



NATIONAL EXPECTATIONS FOR THE END OF YEAR 1

MATHEMATICS

- ✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or 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 and one less
- ✓ 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
- ✓ read and write numbers from 1 to 20 in numerals and words.
- ✓ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- ✓ represent and use number bonds and related subtraction facts within 20
- ✓ add and subtract one-digit and two-digit numbers to 20, including zero
- ✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
- ✓ 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.
- ✓ recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- ✓ compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- ✓ measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

- ✓ recognise and know the value of different denominations of coins and notes
- ✓ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ✓ recognise and use language relating to dates, including days of the week, weeks, months and years
- ✓ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- ✓ recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- ✓ describe position, direction and movement, including whole, half, quarter and threequarter turns.

SPOKEN LANGUAGE

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication

WORD READING

- ✓ apply phonic knowledge and skills as the route to decode words
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- ✓ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ✓ 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
- ✓ re-read these books to build up their fluency and confidence in word reading.

READING COMPREHENSION

- ✓ develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- ✓ understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- ✓ participate in discussion about what is read to them, taking turns and listening to what others say
- ✓ explain clearly their understanding of what is read to them.

SPELLING

- ✓ spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- ✓ name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- ✓ add prefixes and suffixes:

using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

using the prefix un-

using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

- ✓ apply simple spelling rules and guidance
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

HANDWRITING

- ✓ 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
- ✓ form digits 0-9
- ✓ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

WRITING COMPOSITION

- ✓ write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- ✓ discuss what they have written with the teacher or other pupils
- ✓ read aloud their writing clearly enough to be heard by their peers and the teacher.

VOCABULARY, GRAMMAR & PUNCTUATION

- ✓ develop their understanding of the concepts taught by:
 - leaving spaces between words
 - joining words and joining clauses using and
- ✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for Year 1 in English Appendix 2
- ✓ use the grammatical terminology in English Appendix 2 in discussing their writing.

Appendix 2:

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>