

## **Year 1 Expectations Evening**

Age Related Expectations for Maths, Writing and Reading.

### **Maths**

#### ***Number***

- Count forwards and backwards to 100
- Read and write numbers in digits and words to 20
- Read and write numbers to 100
- Say 1 more and 1 less to 100
- Given a number, identify and represent the numbers using objects and pictorially.

#### ***Addition and subtraction***

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign.
- Add and subtract; 1 digit and 2 digit numbers up to 20 including zero.
- Add any three 1 digit numbers with a total u to 20
- Know number bonds to 10 and 20 by heart (without using fingers)
- Use addition and subtraction facts to 20
- (Problem Solving) Solve 1 step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ , by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
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#### ***Multiplication and Division***

- Count in multiples of 1,2,5,10
- (Problem Solving) Solve 1 step problems that involve addition and multiplication and division, by calculating the answer using concrete objects and pictorial representations and arrays with the support of the teacher.

#### ***Fractions***

- 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.

#### ***Measurement***

Compare, describe and solve practical problems for:

- Length and heights
- Weight and mass
- Capacity and volume
- Time (hours, minutes and seconds) They should be able to tell the time to the hour and half past the hour; drawing hands on a clock to show these.

### ***Properties of Shape (Geometry)***

- Recognise and name common 2D/3D shapes including circles, squares, triangles, pyramids, cubes and spheres.

### ***Position and direction (Geometry)***

- Describe position, directions and movements including half, quarter and three-quarter turns.

### ***Problem Solving***

- Solve 1 step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \underline{\quad} - 9$ , by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Solve 1 step problems that involve addition and multiplication and division, by calculating the answer using concrete objects and pictorial representations and arrays with the support of the teacher.

## **English (Reading and Writing)**

### **Writing**

#### ***Spelling and Handwriting***

- Spell words containing each of the 40+ phonemes already taught
- Write the days of the week
- Name the letters of the alphabet in the correct order
- Use the letter names to distinguish between alternative spellings
- Use prefixes and suffixes –s, -es, -ing, -ed, -er, -est and un-
- Spell the high frequency Year 1 words (see separate list)
- Spell the common exception words (see separate list)
- Form upper and lower case letters correctly
- Write the numbers 0-9 correctly
- Understand that groups of letters are formed in the same way (i.e. curly caterpillar group – c, s etc.)
- Write simple sentences dictated by the teacher that include words using the phonemes and common exception words taught
- Sit correctly at a table and hold a pencil comfortably.

#### ***Composition***

- Say out loud what they are going to write about
- Write a sentence by orally rehearsing it
- Sequence sentences to form short narratives
- Write sentences by re-reading what they have written to check it makes sense
- Discuss what they have written with the teacher and other pupils
- Read writing aloud clearly enough to be heard by peers and adults.

#### ***Vocabulary, Grammar and Punctuation***

- Leave spaces between words
- Join words and clauses using 'and'
- Punctuate sentences using capital letters, full stops, question marks and exclamation marks
- Use capital letters for the names of people, places, the days of the week and the personal pronoun 'I'
- Use the terminology – letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

## **Reading**

### ***Word Reading***

Pupils should be taught to:

- 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 phonemes 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 –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught phonemes
- 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

### ***Comprehension***

Pupils should be taught to: 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