

# Year 1 National Curriculum Age Related Expectations for Maths, reading and writing.

The Following are the skills that your child would be expected to know by the end of Year 1. These are their Age Related Expectations and are used nationally to measure the attainment of all children.

Your child would be judged at the end of the year against these expectations.

Your child's teacher will give a judgement as to whether they think your child is:

- ⇒ Working Below the national expectations: W
- ⇒ Working at these expectations: N
- ⇒ Working above these expectations: A

## MATHS

- ⇒ Count to 10/20 forwards and backwards, beginning with 0 or 1, or from any given number.
- ⇒ Count, read and write numbers to 10/20 in numerals and words.
- ⇒ 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.
- ⇒ Given a number, identify one more or one less.
- ⇒ Count in multiples of two and five and ten
- ⇒ Add and subtract one digit numbers (to 10/20),
- ⇒ Represent and use number bonds and related subtraction facts to 10/20
- ⇒ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- ⇒ Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
- ⇒ Recognise and name common 2D and 3D /shapes: rectangles, squares, circles, triangles, cuboids, pyramids and spheres.
- ⇒ Describe position, direction and movement, including whole, half, quarter and three quarter turns.

## ENGLISH READING

- ⇒ Apply phonic knowledge and skills as the route to decode words
- ⇒ Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ⇒ Read accurately by blending sounds in unfamiliar words containing GPCs ( **Grapheme Phoneme Correspondence**) 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 words with contractions [for example, I'm and understand that the apostrophe represents the omitted letter(s)]
- ⇒ Read aloud accurately books that are consistent with their developing phonic knowledge
- ⇒ Re-read these books to build up their fluency and confi-

## SPELLING

- ⇒ Words containing each of the 40+ phonemes already taught
- ⇒ Common exception words
- ⇒ 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

## ENGLISH WRITING

- ⇒ 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 - to use the grammatical terminology in English (noun, suffix, verb, adjective, prefix, plural)

Some of these skills will be taught on their own (discretely) and some will be taught through the topic that Year 1 are doing that term. To see which topic they are doing please look at the termly overview page.