



Summary of Year 1 Age Related Expectations
Pupils may be working towards, within or above expectations during the year.

<p>Word reading</p> <ul style="list-style-type: none"> • I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs. <p>Comprehension</p> <ul style="list-style-type: none"> • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (Beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about. 	<p>Handwriting, spelling and punctuation</p> <ul style="list-style-type: none"> • I can write my name with upper and lower case letters • I can form most letters clearly • I always leave a space between my words • I can show some control over letter size, shape and orientation • I can usually write ascenders and descenders, upper and lower case correctly • I can write simple regular words, spelling some correctly • I can make phonetically plausible attempts at words • I can usually spell CVC words correctly • I can spell most common words correctly (HFW & Appendix) • I can make recognisable attempts at spelling unknown words • I can use logical phonic strategies when trying to spell unknown words in more than 3 statements • I can show some awareness of full stops • I can usually use a capital letter, full stop, ? or ! correctly. <p>Word choices</p> <ul style="list-style-type: none"> • I can produce my own ideas for writing • I can show some control over word order producing logical statements • I can use ANY conjunction to join 2 simple sentences • I can use appropriate vocabulary in more than 3 statements <p>Organisation</p> <ul style="list-style-type: none"> • I can write captions, labels and other simple forms of writing (lists, stories, retell) • I can write simple texts such as lists, stories, reports, recounts • I can write a paragraph or more of developed ideas that can be read without my help. • I can say what writing says and means 	<p>Number</p> <ul style="list-style-type: none"> • I can count reliably to 100. • I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100. • I can write all numbers in words to 20. • I can say the number that is one more or one less than a number to 100. • I can recall all pairs of addition and subtraction number bonds to 20. • I can add and subtract 1-digit and 2-digit numbers to 20, including zero. • I know the signs + - =. • I can solve a missing number problem. • I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations. <p>Measurement and geometry</p> <ul style="list-style-type: none"> • I recognise all coins. • I recognise and can name the 2D shapes: circle, triangle, square and rectangle. • I recognise and can name the 3D shapes: cuboid, pyramid, sphere. • I can name the days of the week and months of the year. • I can tell the time to o'clock and half past the hour.
--	--	--