

Assessing Reading: At the National Standard Year 1 Statements

Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Assessing Writing: At the National Standard Year 1 Statements

Year 1 Expectations: Transcription

- 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 and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Expectations: 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 to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter 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
- Use the suffixes: s, es, ed, er and ing within their writing

Assessing Spoken Language: At the National Standard Year 1 Statements

Year 1 Expectations: Spoken Language

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others say in group talk
- Happy to join in with role play

Assessing Reading: Mastery of the National Standard: Year 1

Year 1 Mastering 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

Assessing Writing: Mastery of the National Standard: Year 1

Year 1 Mastering 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 tail 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.

Assessing Spoken Language: Mastery of the National Standard: Year 1

Year 1 Mastering Expectations: Spoken Language

- Justify answers, arguments and opinions when challenged
- Give well-structured descriptions, explanations and narratives for different purposes
 - Express personal feelings when involved in discussions
 - Participate keenly in discussions and debates
- Retell known story, remembering detail and adding own point of view
- Change events (usually endings) in a familiar story when asked to do so
 - Consider the views of everyone in a collaborative talk situation
- Use appropriate language to ensure listener knows when something happened
 - Understand consequences of what is said to others
 - Summarise the outcome of collaborative talk

Assessment: At the National Standard: Year 1

Year 1 Expectations: Number

- Count reliably to 100
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs (+); (-) and (=)
- Solve a missing number problem, such as: $5 = 8 - \square$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays

Year 1 Expectations: Measurement and Geometry

- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and oblong
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o'clock' and half past the hour

Mastery of the National Standard: Year 1

Year 1 Exceeding 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