



## Y1 End of Year Expectations

### Reading Comprehension

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 (fairy tales, traditional tales, familiar stories) orally using narrative language.	I can talk about the characters within a well know 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 myself when it doesn't.	I am beginning to draw inferences from the text and /or the illustrations.
I can make predictions about the events in the text.	I can explain what I think a text is about.		

### Word Reading

I can match all 40+ graphemes (letter/group of letters) to their phonemes (sounds).	I can blend sounds in unfamiliar words.	I can divide words into syllables.	I can read compound words (e.g. sunlight).
I can read words with contractions and understand that the apostrophe represents missing letters.	I can read phonetically decodable words (e.g. trip).	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 grapheme phoneme correspondence (GPCs).		

### Vocabulary, grammar and punctuation

I can leave spaces between words  using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	I can join words and join clauses using 'and' Eg, I have a pet cat and a pet dog.	I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation marks	
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## Writing - Transcription

I can spell words containing each of the 40+ phonemes already taught.	I can spell common exception words.	I can spell the days of the week.	I can name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.
I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	I can use the prefix un-.	I can use -ie, -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].	I can write from memory simple sentences dictated by the teacher.

## Composition

I can write sentences by saying out loud what I am going to write about.	I can compose a sentence orally before writing it.	I can sequence sentences to form short narratives.	I can re-read what I've written to check that it makes sense.
I can discuss what I have written with the teacher or other pupils.	I can read my writing aloud, clearly enough to be heard by my peers and the teacher.		

## Handwriting and presentation

I can sit correctly at a table, holding a pencil comfortably and correctly	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place	I can form capital letters	I can form digits 0-9
I can understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these			

## Maths – Measurement

I can measure and begin to record lengths and heights, using non-standard and then manageable standard units (m/cm)	I can measure and begin to record mass/ weight, using non-standard and then manageable standard units (kg/g)	I can measure and begin to record capacity and volume using non-standard and then manageable standard units (litres/ ml)	I can measure and begin to record time (hours/ minutes/ seconds)
I can compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/ short, double/half)	I can compare, describe and solve practical problems for mass/ weight (e.g. heavy/light, heavier than, lighter than)	I can compare, describe and solve practical problems for capacity and volume (e.g. full/ empty, more than, less than, half, half full, quarter)	I can compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later)
I can recognise and use language relating to dates, including days of the week, weeks, months and years.	I can sequence events in chronological order using language e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	I can recognise and know the value of different denominations of coins and notes.

## Statistics

I can sort objects, numbers and shapes to a given criterion and their own.	I can present and interpret data in block diagrams using practical equipment.	I can ask and answer simple questions by counting the number of objects in each category.	I can ask and answer questions by comparing categorical data.
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I can recall and use doubles of all numbers to 10 and corresponding halves.	I can 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.
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## Fractions

I understand that a fraction can describe a part of a whole.	I understand that a unit fraction represents one equal part of a whole.	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).	I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).
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## Geometry (Properties of shapes and position and direction)

I can recognise and name common 2D shapes, including rectangles (including squares), circles and triangles.	I can recognise and name common 3D shapes, including cuboids (including cubes), pyramids and spheres.	I can describe position and direction.
I can describe movement, including whole, half, quarter and three-quarter turns.	I can recognise and create repeating patterns with objects and shapes.	

## Place Value

I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	I can count in multiples of twos, fives and tens.	I can read and write numbers to 100 in numerals.	I can read and write numbers from 1 to 20 in numerals and words.
I can begin to recognise the place value of numbers beyond 20 (tens and ones).	I can identify and represent numbers using objects and pictorial representations including the number line.	I can use the language of: equal to, more than, less than (few), most and least.	I can identify one more and one less than a given number.
I can recognise and create repeating patterns with numbers, objects and shapes.	I can identify odd and even numbers linked to counting in twos from 0 and 1.	I can solve place value problems and practical problems	

## Addition and Subtraction

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can represent and use number bonds and related subtraction facts within 20.	I can add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
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