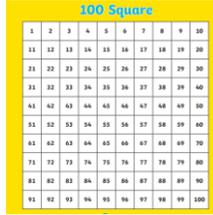
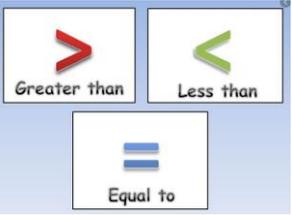


## Checklist for a child reaching the Expected Standard at the end of Year 1.

Please see the table below for the end of year expectations for your child:

Reading	Writing and SPAG	Maths																																																																																																																																																
<p>By the end of Year 1, your child should be able to:</p> <ul style="list-style-type: none"> <li>Blend sounds in unfamiliar words.</li> <li>Identify the correct sound to the graphemes (letters or groups of letters) for all of the phonemes.</li> </ul> <table border="1" style="font-size: small; text-align: center; border-collapse: collapse;"> <tr><td>s</td><td>t</td><td>p</td><td>n</td><td>m</td><td>a</td><td>e</td><td>i</td><td>o</td></tr> <tr><td>sat</td><td>tap</td><td>pan</td><td>nose</td><td>mat</td><td>ant</td><td>egg</td><td>ink</td><td>otter</td></tr> <tr><td>g</td><td>d</td><td>ck</td><td>r</td><td>h</td><td>u</td><td>ai</td><td>ee</td><td>igh</td></tr> <tr><td>goat</td><td>dog</td><td>click</td><td>run</td><td>hat</td><td>up</td><td>rain</td><td>knee</td><td>light</td></tr> <tr><td>b</td><td>f</td><td>l</td><td>j</td><td>v</td><td>oa</td><td>oo</td><td>oo</td><td>ar</td></tr> <tr><td>bus</td><td>farm</td><td>lolly</td><td>jam</td><td>van</td><td>boat</td><td>cook</td><td>boat</td><td>star</td></tr> <tr><td>w</td><td>x</td><td>y</td><td>z</td><td>qu</td><td>or</td><td>ur</td><td>ow</td><td>oi</td></tr> <tr><td>wish</td><td>axe</td><td>yell</td><td>zap</td><td>quill</td><td>fork</td><td>burn</td><td>now</td><td>boil</td></tr> <tr><td>ch</td><td>sh</td><td>th</td><td>th</td><td>ng</td><td>ear</td><td>air</td><td>ure</td><td>er</td></tr> <tr><td>chin</td><td>ship</td><td>think</td><td>the</td><td>sing</td><td>near</td><td>stair</td><td>sure</td><td>writer</td></tr> </table> <ul style="list-style-type: none"> <li>Read the common exception words.</li> </ul> <p style="text-align: center; font-size: x-small;">Year 1 Common Exception Words</p> <table border="1" style="font-size: x-small; text-align: center; border-collapse: collapse;"> <tr><td>a</td><td>is</td><td>said</td><td>be</td><td>no</td><td>put</td></tr> <tr><td>ask</td><td>his</td><td>says</td><td>he</td><td>go</td><td>push</td></tr> <tr><td></td><td>has</td><td>the</td><td>me</td><td>so</td><td>pull</td></tr> <tr><td>are</td><td></td><td>they</td><td>she</td><td></td><td>full</td></tr> <tr><td>our</td><td></td><td>there</td><td>we</td><td>of</td><td>one</td></tr> <tr><td></td><td>was</td><td>here</td><td></td><td>love</td><td>once</td></tr> <tr><td>do</td><td>were</td><td>I</td><td>by</td><td>come</td><td>school</td></tr> <tr><td>to</td><td>where</td><td>you</td><td>my</td><td>some</td><td>friend</td></tr> <tr><td>today</td><td>want</td><td>your</td><td></td><td></td><td>house</td></tr> </table> <ul style="list-style-type: none"> <li>Read words containing taught sounds.</li> <li>Read words containing -s, -es, -ing, -ed and -est endings.</li> </ul> <div style="text-align: center;">  <p><b>Plural Nouns</b> (using the spelling rule for adding -s or -es as the plural marker for nouns)</p> </div>	s	t	p	n	m	a	e	i	o	sat	tap	pan	nose	mat	ant	egg	ink	otter	g	d	ck	r	h	u	ai	ee	igh	goat	dog	click	run	hat	up	rain	knee	light	b	f	l	j	v	oa	oo	oo	ar	bus	farm	lolly	jam	van	boat	cook	boat	star	w	x	y	z	qu	or	ur	ow	oi	wish	axe	yell	zap	quill	fork	burn	now	boil	ch	sh	th	th	ng	ear	air	ure	er	chin	ship	think	the	sing	near	stair	sure	writer	a	is	said	be	no	put	ask	his	says	he	go	push		has	the	me	so	pull	are		they	she		full	our		there	we	of	one		was	here		love	once	do	were	I	by	come	school	to	where	you	my	some	friend	today	want	your			house	<p>By the end of Year 1, your child should be able to:</p> <ul style="list-style-type: none"> <li>Write sentences in order to create short narratives and non-fiction texts.</li> <li>Use features of different text types.</li> <li>Re-read their writing to check that it makes sense and make suggested changes.</li> <li>Use adjectives to describe.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Use simple sentence structures.</li> <li>Use the joining word 'and' to link ideas and sentences.</li> <li>Have an awareness of capital letters and full stops and use these mostly correctly to start and end sentences.</li> <li>Have an awareness of finger spaces between words.</li> </ul>	<p>By the end of Year 1, your child should be able to:</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>Number and Place Value</b> </div> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards beginning with 0 or 1, or from any given number.</li> <li>Count, read or write numbers to 100 in numerals; count in multiples of twos, fives or tens.</li> <li>Identify one more and one less than any given number.</li> <li>Identify and represent numbers using objects and pictures, including the number line.</li> <li>Use the language of equal to, more than, and less than to compare numbers.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>
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## Checklist for a child reaching the Expected Standard at the end of Year 1.

Please see the table below for the end of year expectations for your child:

- Read words with contractions (for example I'm, I'll and we'll)  
do not don't could not couldn't  
he is he's we are we're it is it's  
I will I'll you are you're  
they are they're we will we'll  
cannot can't did not didn't  
has not hasn't is not isn't
- Read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
- Re-read texts to build up fluency and confidence in word reading.
- Demonstrate a pleasure in reading and a motivation to read.
- Link what they have read to their own personal experiences.
- Listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- Retell familiar stories with detail.
- Recite simple poems by heart.

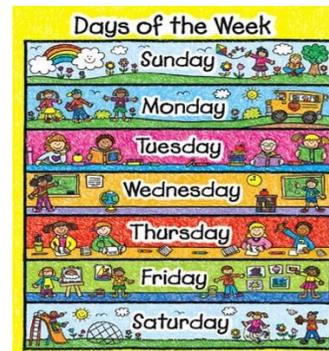
- Have an awareness of question marks and exclamation marks.



- Spell most words containing taught sounds accurately.
- Spell most common Year One common exception words and days of the week accurately.

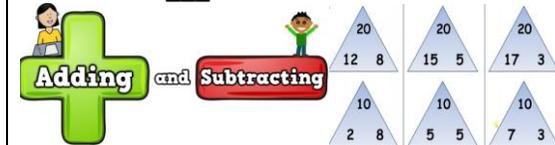
Year 1 Common Exception Words

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house



### Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictures, and missing number problems, such as;  
 $7 = \_\_\_ - 9$



### Multiplication and Division

- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictures and arrays with

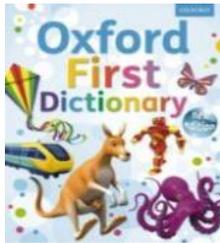


some support.

## Checklist for a child reaching the Expected Standard at the end of Year 1.

Please see the table below for the end of year expectations for your child:

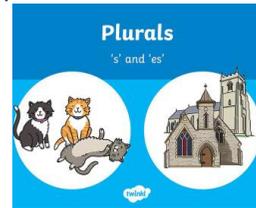
- Discuss word meanings and link new meanings to those already known.



- Check that a text makes sense to them as they read and to self-correct.
- Predict what might happen based on what they have read.
- Begin to make simple inferences.

- Discuss the significance of titles and events.

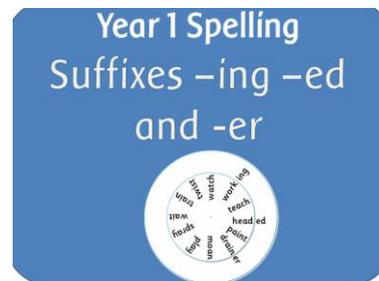
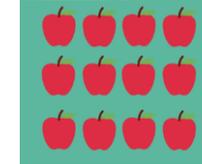
- Use -s and -es to form regular plurals correctly. For example; cat -> cats and church -> churches



- Use the prefix 'un' to change the meaning of words. For example; friendly -> unfriendly

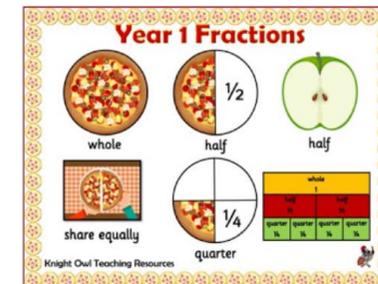


- Add the suffixes -ing, -ed, -er and -est to root words

### 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.





**Checklist for a child reaching the Expected Standard at the end of Year 1.**

**Please see the table below for the end of year expectations for your child:**

		<ul style="list-style-type: none"><li>• <b>Time</b>, using language such as quicker, slower, earlier and later</li><li>• Measure and begin to record the following;<ul style="list-style-type: none"><li>• Lengths and Heights</li><li>• Mass / Weight</li><li>• Capacity and volume</li><li>• Time (hours, minutes and seconds)</li></ul></li><li>• Recognise and know the value of different coins and notes. </li><li>• Sequence events in chronological order using language (For example; before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li><li>• Recognise and use the language relating to dates, including the days of the week, weeks, months and years.</li></ul>
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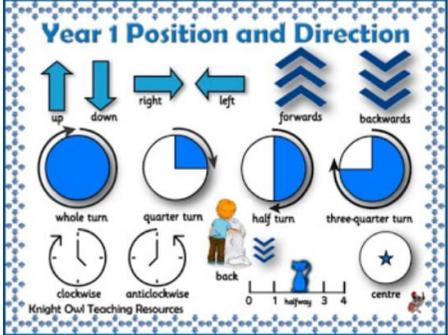
Checklist for a child reaching the Expected Standard at the end of Year 1.

Please see the table below for the end of year expectations for your child:

		 <p><b>DAYS OF THE WEEK</b></p> <table border="1"><tr><td>Sunday</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td><td>Saturday</td></tr></table> <p><b>Months of the Year</b></p> <table border="1"><tr><td>January</td><td>July</td></tr><tr><td>February</td><td>August</td></tr><tr><td>March</td><td>September</td></tr><tr><td>April</td><td>October</td></tr><tr><td>May</td><td>November</td></tr><tr><td>June</td><td>December</td></tr></table> <ul style="list-style-type: none"><li>Tell the time to the hour and half past the hour and draw the hands on the clock to show these times.</li></ul> <p><b>What's the time?</b></p>  <p><b>Geometry - Shape</b></p> <ul style="list-style-type: none"><li>Recognise and name common 2D and 3D shapes including;<ul style="list-style-type: none"><li>2D shapes including rectangles, squares, circles and triangles</li><li>3D shapes including cuboids, cubes, pyramids and spheres</li></ul></li></ul>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	January	July	February	August	March	September	April	October	May	November	June	December
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday															
January	July																				
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June	December																				

Checklist for a child reaching the Expected Standard at the end of Year 1.

Please see the table below for the end of year expectations for your child:

		  <b>Geometry – Position and Direction</b> <ul style="list-style-type: none"><li>Describe position, direction and movement including whole, half, quarter and three quarter turns.</li></ul> 
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