

Dr Walker's C of E Primary School



**An Exceptional
Place to Flourish**

Though your beginning was small,
your future will flourish indeed.
Job 8:7

**Year 1
National Curriculum
Objectives**

Maths National Age Related Expectation – YEAR 1

Number – number and place value
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
given a number, identify one more and one less
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
read and write numbers from 1 to 20 in numerals and words
Number – 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 pictorial representations, and missing number problems such as $7 = \square - 9$
Number – multiplication and division
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
Number – 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
Measurement
compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]
measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
recognise and know the value of different denominations of coins and notes
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
recognise and use language relating to dates, including days of the week, weeks, months and years
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Geometry – properties of shapes
recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
Geometry – position and direction
describe position, direction and movement, including whole, half, quarter and three-quarter turns

Mathematics Appendix 1: Examples of formal written methods for addition, subtraction, multiplication and division

This appendix sets out some examples of formal written methods for all four operations to illustrate the range of methods that could be taught. It is not intended to be an exhaustive list, nor is it intended to show progression in formal written methods. For example, the exact position of intermediate calculations (superscript and subscript digits) will vary depending on the method and format used.

For multiplication, some pupils may include an addition symbol when adding partial products. For division, some pupils may include a subtraction symbol when subtracting multiples of the divisor.

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 1 \quad 1 \end{array}$$

Answer: 1431

874 – 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 – 457 becomes

$$\begin{array}{r} ^8 ^{12} ^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

932 – 457 becomes

$$\begin{array}{r} ^1 ^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \hline 2 \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 2 \quad 1 \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \hline 4 \quad 2 \end{array}$$

Answer: 16 446

Long multiplication

24 × 16 becomes

$$\begin{array}{r} ^2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

Short division

98 ÷ 7 becomes

$$\begin{array}{r} ^1 ^4 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} ^8 ^6 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{4} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} ^4 ^5 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{4} \\ 96 \\ \underline{88} \\ 8 \end{array}$$

Answer: $45\frac{1}{11}$

Long division

432 ÷ 15 becomes

$$\begin{array}{r} ^2 ^8 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{150} \\ 12 \end{array}$$

Answer: 28 remainder 12

432 ÷ 15 becomes

$$\begin{array}{r} ^2 ^8 \\ 15 \overline{) 432} \\ \underline{30} \quad 15 \times 20 \\ 32 \\ \underline{150} \quad 15 \times 8 \\ 2 \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

Answer: $28\frac{4}{5}$

432 ÷ 15 becomes

$$\begin{array}{r} ^2 ^8 \cdot 8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 32 \\ \underline{150} \\ 20 \\ \underline{150} \\ 20 \\ \underline{150} \\ 0 \end{array}$$

Answer: 28.8

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English National Age Related Expectation – YEAR 1

READING

Reading – word reading
apply phonic knowledge and skills as the route to decode words
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
read accurately by blending sounds in unfamiliar words containing GPCs 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 other words of more than one syllable that contain taught GPCs
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
re-read these books to build up their fluency and confidence in word reading
Reading – comprehension
develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none">• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• being encouraged to link what they read or hear read to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart
understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them

English National Age Related Expectation – YEAR 1

WRITING

Writing – transcription
name the letters of the alphabet: <ul style="list-style-type: none">• naming the letters of the alphabet in order• using letter names to distinguish between alternative spellings of the same sound
add prefixes and suffixes: <ul style="list-style-type: none">• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using the prefix un–• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
apply simple spelling rules and guidance, as listed in English Appendix 1
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
apply simple spelling rules and guidance, as listed in English Appendix 1
Handwriting
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
form digits 0-9
understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
Writing – composition
write sentences by: <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing – vocabulary, grammar and punctuation
develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">• 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 in English Appendix 2
use the grammatical terminology in English Appendix 2 in discussing their writing.

English National Age Related Expectation – YEAR 1

VOCABULARY, GRAMMAR AND PUNCTUATION

Word	<ul style="list-style-type: none">• Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun.• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).• How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>].
Sentence	<ul style="list-style-type: none">• How words can combine to make sentences.• Joining words and joining clauses using and.
Text	<ul style="list-style-type: none">• Sequencing sentences to form short narratives.
Punctuation	<ul style="list-style-type: none">• Separation of words with spaces.• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentence.• Capital letters for names and for the personal pronoun I.
Terminology for pupils	<ul style="list-style-type: none">• letter, capital letter• word, singular, plural• sentence• punctuation, full stop, question mark, exclamation mark

English National Age Related Expectation – YEAR 1

SPELLING

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

WORD LIST

a	could	hour	our	the
after	do	house	parents	there
again	door	I	pass	they
any	even	improve	past	to
are	every	is	path	today
ask	everybody	kind	people	told
bath	eye	last	plant	was
be	fast	love	poor	water
beautiful	father	many	pretty	we
because	find	me	prove	were
behind	floor	mind	pull	where
both	friend	money	push	who
break	full	most	put	whole
busy	go	move	said	wild
by	gold	Mr	says	would
child	grass	Mrs	school	you
children	great	my	she	your
Christmas	half	no	should	
class	has	of	so	
climb	he	old	some	
clothes	here	once	steak	
cold	his	one	sugar	
come	hold	only	sure	

Oxford Owl Writing Assessment

STANDARD 2	Year 1		
Can write their own first name with appropriate upper and lower case letters (may not be totally accurate).			
Can form all letters clearly, although size and shape may be irregular.			
Writes simple regular words, some spelt correctly.			
Almost always leaves spaces between words.			
Makes sensible phonic attempts at words.			
Can spell all CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) correctly.			
Confidently writes some captions and labels and attempts other simple forms of writing (e.g. lists, stories, retellings etc.).			
Can show some control over letter size, shape and orientation in writing.			
Can say what their writing says and means.			
Can retell known stories in writing.			
Can produce their own ideas for writing (not a retelling).			
Can show some control over word order, producing logical statements.			
Can spell most of the Year R and 1 High Frequency Words and the Year 1 words in the National Curriculum. Appendix 1.			
Can make recognizable attempts at spelling words not known (almost all decodable without the child's help). (If all are spelt correctly, tick this criterion so as not to penalize the child).			
Can write simple texts such as lists, stories, reports, recounts (of a paragraph or more).			
Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)			
Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).			
Can use ANY connective (may only ever be 'and') to join two simple sentences, thoughts, ideas, etc.			
Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.			
Can always use logical phonic strategies when trying to spell unknown words in more than three statements.			
Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.			
Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).			
ASSESSMENT SCORE			
0-6	Not yet working at this Standard (review against Standard 1)	Working BELOW ARE	
7-12	Developing	Working TOWARDS ARE	
13-17	Secure	Working AT ARE	
18-22	Advanced	Greater Depth	
Children with 20 or more ticks may be assessed against Standard 3.			

Essential Standard 1 skills

The following skills must be secured as quickly as possible in Year 1/P2:

- Write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate. There may be no full stops (or there may be one or more in the wrong places) and use of capitals and lower case letters may not be fully established.

Standard 2: Year 1/P2 – end of year expectation

By the end of Year 1/P2, children should be able to:

- Produce a paragraph or more of developed ideas independently that can be read without help from the child. The outcome may be more like spoken than written language but must not be a retelling.
- Write one or more sentences extended by the use of 'and' or another conjunction and two or more sentences showing the correct use of full stops and capital letters.
- Usually spell most CVC words and most common words from the Reception and Year 1 Word lists correctly.
- Produce letter shapes which are mainly accurate, with clear spaces between most words.

Children are expected to be a 'Secure Standard 2' by the end of Year 1 in order to be on track to meet national expectations at the end of KS1.