

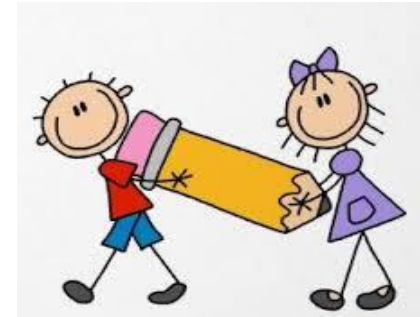
St Helen's CEP School



Year 1 National Curriculum
Expectations

Parent Workshop

- The aim of this workshop is to provide information for parents and carers on the end of year, national age related, expectations for children in our school.
- Following the new National Curriculum statutory guidance, these expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.
- All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.



Reading - Comprehension

- Say what they like or dislike about a text
- Link what they read or hear 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



Word Reading

- Match all 40+ graphemes to their phonemes
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farm-yard, 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)



Writing - 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



Writing - 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 ‘
- Use ‘and’ to join sentences together
- Know how the prefix ‘un’ can be added to words to change





Mathematics – Number and Place Value

- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- 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 : equal to, more than, less than, most, least
- Read and write numbers from 1 to 20 in numerals and words.



Mathematics – 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



Mathematics – Fractions and Multiplication and Division

- 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.
- 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. E.g. Creating arrays using counters/ cubes to show multiplication sentences.



Mathematics - Measurement



- Compare, describe and solve practical problems for lengths and heights
- Compare, describe and solve practical problems for mass/weight
- Compare, describe and solve practical problems for capacity and volume
- Compare, describe and solve practical problems for time
- Measure and begin to record lengths and heights
- Measure and begin to record mass/weight
- Measure and begin to record capacity and volume
- Measure and begin to record time
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using appropriate language
- 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.



Mathematics – Shape and Position and Direction

- Recognise and name common 2D shapes
- Recognise and name common 3D shapes

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns