Year 1 English Age-Related Expectations

Writing	Reading
Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Identifies repeated words in a text
Writes sentences by: 1. Sequencing sentences to form short narratives 2. Re-reading what has been written to check that it makes sense	Re-reads to self-correct
Spells words containing each of the 40+ phonemes already taught	Re-tells a story with considerable accuracy
Names the letters of the alphabet in order	Discusses significance of title and make predictions on basis of what has been read
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Makes inferences on basis of what is said and done
Shows evidence in writing of; full stops, question marks, exclamation marks	Reads accurately by blending sounds in unfamiliar words
Uses 'and' to join ideas	Reads common exception words
Uses tense correctly, e.g., 'went' not 'goed'	Is secure in applying Phase 5 phonics and can achieve a pass in Year 1 Phonic Screening check.
Uses capital letters for names and personal pronoun 'I'	Knows the difference between fiction and non-fiction texts
Forms digits 0 – 9 correctly	Reads with pace and expression, i.e. pauses at full stop, raises voice for question
	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond their own decoding capabilities.

Year 1 Maths & Science Age-Related Expectations

Maths	Science	
Counts to and across one hundred, forwards and backwards, beginning with zero or one, or from any given number	With prompting, asks simple questions that can be tested (e.g., about plants growing in their habitat)	Planning Investigations
Counts, reads and writes numbers to one hundred in numerals; counts in multiples of twos, fives and tens	Offers ways of gathering evidence to answer a question (e.g., testing the suitability of materials for different purposes - Why do we use glass to make windows?)	
Identifies one more and one less than a given a number	Examines objects to note key features (e.g., observes growth of plants they have planted)	Conducting Experiments
Represents and uses number bonds and related subtraction facts within 20	With support, conducts simple tests (e.g., comparing the properties of different materials)	
Recognises, finds and names a half as one of two equal parts of an object, shape or quantity	With support, suggests what might usefully be recorded (e.g., drawing structures of plants or recording changing day length)	Recordin g Evidence
Compares, describes and solves practical problems for: • lengths and heights (e.g., long/short, longer/shorter, tall/short, double/half) • mass / weight (e.g., heavy/light, heavier than, lighter than) • capacity and volume (e.g., full/empty, more than, less than, half, half full, quarter) • time (e.g., quicker, slower, earlier, later)	Identifies key findings from enquiry (e.g., noting how plants have changed over time)	Report Findings
Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.	Collects data (e.g., comparing and contrasting familiar plants)	Predictions and Conclusions
Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes; eg, rectangles (including squares), circles and triangles. 2. 3-D shapes; eg, cuboids (including cubes), pyramids and spheres	Suggests answers to enquiry questions using data (e.g. describes how to group plants)	