



FENSTANTON AND HILTON  
PRIMARY SCHOOL.

# NATIONAL EXPECTATIONS YEAR 1



# THE NATIONAL CURRICULUM

The National Curriculum sets key milestones and expectations that most children are expected to achieve at the end of each age and stage of their development. Please find below a summary of what most children are expected to achieve at the end of Year 2.

## Reading:

### Word Reading:

- Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes 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 (e.g., 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 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.

### Comprehension

#### *Develop 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 that at which they can read independently.
- Being encouraged to link what they read or hear read to their own personal 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 able to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- 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

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- Discussing the significance of the title and events.
- Explain clearly their understanding of what is read to them.
- Predicting what might happen on the basis of what has been said so far.
- Participate in discussions about what is read to them, taking turns and listening to what others say.

## **Writing:**

### **Handwriting:**

- Sit correctly at a table, hold 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 digits 0 – 9.
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways).

### **Spelling:**

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Use the prefix un-
- Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance from Stage 1
- Write from memory simple dictated sentences inc the words taught so far.

### **Writing Composition:**

- Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it.
- Write sentences: sequencing sentences to form short narratives.
- Write sentences: 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.

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## **Vocabulary, Grammar and Punctuation:**

- Leave spaces between words
- Joining words and clauses using "and"
- Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark.
- Use capital letters for names of people, places, days of the week, personal pronoun 'I'
- Learn how to use Y1 Grammar and use the terminology for Stage 1 in discussing their writing.

## **Mathematics:**

### **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 inc 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.

### **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.

### **Multiplication Division and Fractions:**

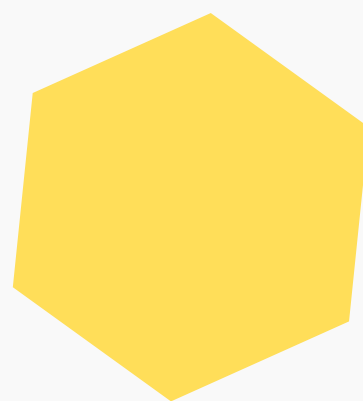
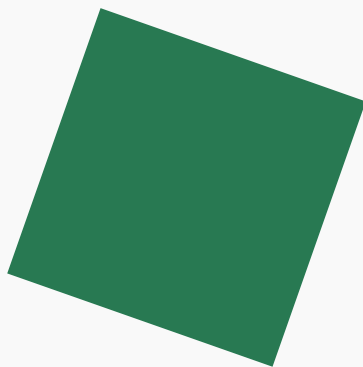
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial reps and arrays with the support of the teacher.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

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- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- .Compare, describe & solve pract probs for: lengths/heights (short/tall, half/ double ); mass/weight (heavier/lighter); cap/vol (full/empty, more/less); time (quicker/slower/later).
- Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language such as: 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.

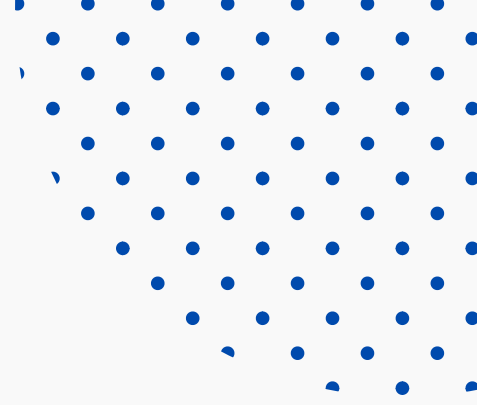
## Geometry:

- Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
- Describe position, directions and movements, including whole, half, quarter and three-quarter turns.



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## Common Exception Words for Year 1



the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our

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Common Exception Words for Year 2

Handwriting

abcdefghijklmnopqrstu  
vwxyz The quick brown  
fox jumps over the lazy  
dog.



Fenstanton and Hilton Primary School 2020