

# Year 1 End of Year Expectations:

## READING:

Speedily match all 40+ graphemes to their phonemes
Blend sounds in unfamiliar words
Read common exception words
Divide words into syllables
Read words with contractions and understand the use of the apostrophe
Read phonetically decodable words
Read words that end in s, es, ing, ed, est or er
Read words of more than one syllable that contain taught GPCs
Listen to and discuss texts that are beyond the level read independently
Take part in discussions about texts and say what they like/dislike
Link what they have read to their own experiences
Retell key stories, fairy stories or traditional tales using narrative language
Recognise and join in with predictable phrases
Learn some poems and rhymes by heart
Use what they already know to help understand texts
Check their reading makes sense and self correct
Talk about the meanings of words
Draw inferences from the text
Make predictions about events
Explain what a text is about

## WRITING:


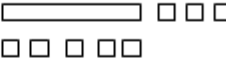
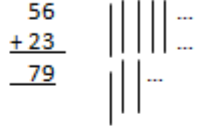
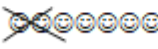
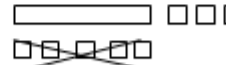
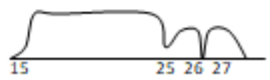
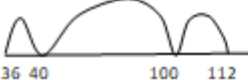
Spell words containing each of the 40+ phonemes already taught
Use know phonemes to make sensible choices when spelling
Use syllables to divide words when spelling
Spell words using rules in Appendix 1
Spell common exception words
Add 's' or 'es' for verbs in 3rd person singular
Name the letters of the alphabet in order
Use letter names to show alternative spellings of same phoneme
Spell days of the week
Sit correctly at a table, holding a pencil correctly
Form lower case letters in the correct direction, starting and finishing in the right place
Form capital letters
Form digits 0-9
Compose a sentence orally before writing
Sequence sentences in chronological order to recount an event
Reread to check it makes sense
Leave spaces between words
Know how prefix 'un' can be added to words to change meaning
Use suffixes 's', 'es', 'ed' and 'ing' within writing
Combine words to make a sentence
Join two sentences using 'and'
Sequence sentences to form a narrative
Separate words using finger spaces
Use capital letters to start a sentence
Use full stop to end a sentence
Use a question mark
Use an exclamation mark
Use capital letters for names
Use 'I'
Understand terminology from the Year 1 curriculum

## MATHS:

Count to and across 100 from any number
Count, read and write numbers to 100 in numerals
Read and write mathematical symbols: +, - and =
Identify "one more" and "one less"
Use number bonds and subtraction facts within 20
Add and subtract 1-digit and 2-digit numbers to 20, including zero
Recognise, find and name a half
Recognise, find and name a quarter
Measure and begin to record length, mass, volume and time
Recognise and know the value of all coins and notes
Use language to sequence events in chronological order
Recognise and use language relating to dates
Tell the time to the half-hour, including drawing clocks
Recognise and name common 2-D shapes
Recognise and name common 3-D shapes

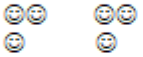

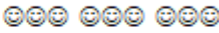

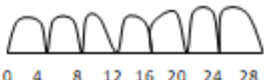
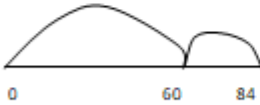

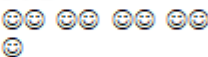
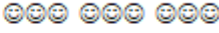

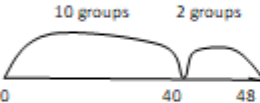


## High Hesket CE Primary School Written maths calculations overview

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Addition</b> <b>+</b> <i>Put together</i> <i>Add</i> <i>Altogether</i> <i>More than</i> <i>Total</i> <i>Sum</i> <i>Increase</i> <i>Plus</i> <i>And</i>	Combining and counting different objects.  $3+4=7$	Using Base 10 to add TU and U.  $13+5=18$	Using base 10 to combine tens and units, including exchanging. $\begin{array}{r} 56 \\ +23 \\ \hline 79 \end{array}$  Expanded column addition (i.e. partitioning numbers to add) $60 \rightarrow 7$ $20 \rightarrow 4$ $80 \rightarrow 11 = 91$	Expanded column addition. $100 \rightarrow 10 \rightarrow 7$ $100 \rightarrow 40 \rightarrow 6$ $200 \rightarrow 50 \rightarrow 13$ $\begin{array}{r} 24 \\ +17 \\ \hline 11 \\ \hline 30 \\ \hline 41 \end{array}$ Using Base 10 to support compact column addition. $\begin{array}{r} 58 \\ +38 \\ \hline 94 \\ \hline 1 \end{array}$	Compact column addition. $\begin{array}{r} 5347 \\ +2286 \\ \hline +1495 \\ \hline 9128 \\ 121 \end{array}$	Compact column addition to include decimals and multiple numbers. $\begin{array}{r} 12.36 \\ +23.68 \\ \hline 36.04 \\ 11 \end{array}$	$\begin{array}{r} 21.72 \\ +4.634 \\ \hline 140.001 \end{array}$
<b>Subtraction</b> <b>-</b> <i>Take away</i> <i>Subtract</i> <i>Minus</i> <i>Difference between</i> <i>Distance between</i> <i>Less than</i> <i>Reduce</i> <i>Fewer</i> <i>Decrease</i>	Using real life objects to take away and count how many left.  $7-2=5$	Using Base 10 or number lines to count how many left  $18-5=13$	Using Base 10 to subtract with some exchanging. Number lines $27-12=15$ 	Using Base 10 to support expanded vertical method. $80 \rightarrow 9$ $-50 \rightarrow 7$ $30 \rightarrow 2 = 32$ Number lines. $112-36$ 	Using Base 10 to support expanded vertical method including exchanging. Compact column subtraction. $\begin{array}{r} 71 \\ 283 \\ -57 \\ \hline 226 \end{array}$	Compact method of decomposition. $\begin{array}{r} 4151 \\ 58.29 \\ -37.55 \\ \hline 18.74 \end{array}$ $\begin{array}{r} 7141 \\ 850.146 \\ -372.033 \\ \hline 478.113 \end{array}$	



## High Hesket CE Primary School Written maths calculations overview

<p><b>Multipli- cation</b></p> <p><b>x</b></p> <p><i>Double Groups of Lots of Multiply Product Multiple Times Square</i></p>	<p>Making and drawing groups of real life objects.</p> 	<p>Making and drawing groups of real life objects with matching number sentences.</p>  <p><math>3 \times 3 = 9</math></p>	<p>Using repeated addition.</p>  <p><math>3 + 3 + 3 = 9</math></p> <p>Making and describing arrays.</p>  <p><math>3 \times 5 = 15</math>  <math>5 \times 3 = 15</math>  <math>5 + 5 + 5 = 15</math>  <math>3 + 3 + 3 + 3 = 15</math></p> <p>Number lines</p> <p><math>4 \times 7 = 28</math></p> 	<p>Using arrays to support grid multiplication.</p> <table border="1" data-bbox="1077 320 1323 392"> <tr><td>X</td><td>10</td><td>4</td></tr> <tr><td>6</td><td>60</td><td>24</td></tr> </table> <p>Number lines</p> 	X	10	4	6	60	24	<p>Grid multiplication.</p> <table border="1" data-bbox="1352 256 1570 328"> <tr><td>X</td><td>100</td><td>50</td><td>2</td></tr> <tr><td>3</td><td>300</td><td>150</td><td>6</td></tr> </table> <p>Expanded vertical method.</p> $\begin{array}{r} 152 \\ \times 3 \\ \hline 6 \\ 150 \\ \hline 300 \\ 456 \end{array}$ <p>Compact method (xU)</p>	X	100	50	2	3	300	150	6	<p>Extended grid method.</p> <table border="1" data-bbox="1599 256 1957 360"> <tr><td>x</td><td>20</td><td>7</td></tr> <tr><td>40</td><td>800</td><td>280</td></tr> <tr><td>6</td><td>120</td><td>42</td></tr> </table> <p>Compact vertical method (xU and xTU)</p> $\begin{array}{r} 234 \\ \times 15 \\ \hline 1170 \\ 2340 \\ \hline 3510 \end{array}$	x	20	7	40	800	280	6	120	42
X	10	4																											
6	60	24																											
X	100	50	2																										
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<p><b>Division</b></p> <p><b>÷</b></p> <p><i>Halve Divide Share Groups of Lots of Factor</i></p>	<p>Sharing out real objects in to groups.</p> 	<p>Sharing out real objects in to groups including the concept of remainders as ones 'left over'.</p> <p><math>9 \div 2 =</math></p> 	<p>Repeated subtraction including remainders.</p>  <p><math>9 \div 3 = 3</math></p> <p>Using number lines to count in groups.</p> <p><math>28 \div 4 = 7</math></p> 	<p>Making links to times tables facts.</p> <p>Using number lines to count in larger groups.</p> 	<p>Chunking method.</p> $\begin{array}{r} 4 \overline{)48} \\ - 40 \quad (10 \times) \\ \hline 8 \quad (2 \times) \\ - 8 \\ \hline 0 \end{array}$	<p>Chunking with larger numbers.</p> $\begin{array}{r} 15 \overline{)432} \\ - 300 \quad (x 20) \\ \hline 132 \\ - 120 \quad (x 8) \\ \hline 12 \end{array}$ <p>Compact division method to be used when appropriate.</p> $\begin{array}{r} 088r4 \\ 9 \overline{)7976} \end{array}$																							

**N.B.** Please note that children should be moved on to the next stage in the calculations whenever ready. Children who are secure in a particular calculation method should be taught the next stage regardless of year group. Similarly, children who are struggling at a particular stage may need to revisit the stage before to help secure the earlier method first. The methods above are not exhaustive and other methods may be used if and when appropriate.