

Year 1 Met (Age Related Expectations) Descriptors for Reading, Writing and Maths

<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<ul style="list-style-type: none"> • Reads aloud books consistent with phonic knowledge - accurately, confidently and fluently. • Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately. • Recognises and reads common words; words with -s, -es, -ing, -ed, -er and -est endings; and words of more than one syllable containing taught GPCs. Recognises and reads words with contractions, and demonstrates understanding of the apostrophe. • Reading is seen as a pleasurable activity. • Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies. • Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear. • Demonstrates understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information. • Uses recurring literary language when joining in with stories and poetry. • Shows understanding of the meaning of words through discussion, and makes links to those already known. • Recognises sequences of events in simple texts. 	<ul style="list-style-type: none"> • Writing shows some features of the given text type when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry, but may not always maintain form. • Single clause sentences are sequenced to form short narratives. • Some use of simple co-ordination is evident using 'and' to join clauses. • Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions. • Capital letters are used for some proper nouns and for the personal pronoun 'I'. • Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. • There is increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. • Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. • Capital letters and digits 0 to 9 are mostly formed and orientated accurately. • There is some consistency in the size and spacing of digits and letters throughout the writing. • Spacing between words is mostly appropriate. 	<ul style="list-style-type: none"> • 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 with correct orientation. Count in multiples of twos, fives and tens (up and back). Given a number, identify one more and one less. • Identify and represent numbers using objects. • Identify and represent numbers using pictorial representations including the number line. • 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 and spelling them correctly. • 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 $7 = \square - 9$. • Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using concrete objects, pictorial representations and arrays with the support

<ul style="list-style-type: none"> • Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales. • Recognises that non-fiction books can be structured in different ways. • Make simple predictions on what might happen next, based on what has been read so far. 	<ul style="list-style-type: none"> • Writing is read out loud to check it makes sense. 	<p>of the teacher.</p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object or shape • Recognise, find and name a half of a quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape. • Recognise, find and name a quarter of a quantity. • Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds). • Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume. • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language (e.g., before and after, next, first). • Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events. • Tell the time to the hour and half past the hour. • Recognise and name common 2-D and 3-D shapes, including rectangles (including squares), circles and triangles and cuboids (including cubes), pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
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