

Reading, Writing and Maths Learning Standards



Year One

Year 1 Expectation / Standard 1 1E: 8 - 13 | 1S: 14 - 20 | 1A: 22 - 25 Assess for S2

Note: Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 1 is the expectation for mainstream primary children **by the end of Year 1.**

No.	Criteria	READ Skill	
1	Can distinguish between a word, a letter and a space.	Read	
2	Can point to a full stop in text.	Read	
3	Can read almost all of YR high frequency word list.	Read	
4	Can use phonic knowledge to attempt unknown words.	Read	
5	Listens attentively to stories at an appropriate interest level.	R	
6	Can use pictures <i>(with prompts)</i> and texts to identify meaning.	R	
7	With support, can find information to help answer simple, literal questions, in texts at an appropriate reading level <i>(may be using picture clues if not prompted)</i>	R	
8	Can sometimes talk about main points or key events in a simple text.	R	
9	Can retell familiar stories with growing confidence.	R	
10	Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction <i>(e.g. conventions of familiar stories, openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.)</i>	R A	
11	Is beginning to make predictions based on titles, text, blurb and / or pictures.	D	
12	Can read aloud and is beginning to use expression to show awareness of punctuation <i>(may only be a full stop at this stage)</i>	Read	
13	Can read all YR high frequency words.	Read	
14	Recognises familiar words <i>(e.g. YR HFW and some Y1/2 HFW)</i> in standard appropriate texts.	Read	
15	Can talk about likes / dislikes of stories and information texts.	E	
16	Can notice interesting words <i>(w/Clw/ words given with the age of the child)</i>	E	
17	Can choose and talk about a book from a selection.	E	
18	Can read all YR and some Y1 / 2 high frequency word lists. (Requires both parts to score)	Read	
19	Can use knowledge of letters, sounds and words to establish meaning when reading aloud.	Read	
20	Can retell known stories, including significant events / main ideas in sequence.	R	
21	Can make plausible predictions about the plot of an unknown story, using the text and other book features.	D	
22	Can make plausible predictions about characters, using knowledge of the story and own experiences...	D	
23	Can answer simple questions / find information in response to a direct, literal question.	R	
24	Can express opinions about main events and characters in stories, e.g. good and bad characters.	E	
25	Is beginning to identify when reading does not make sense and attempts to self-correct.	Read	

Year 1 Expectation / Standard 1

N.B. The skills of the former national Curriculum Level 2C have been absorbed as 1-S here and the entry threshold to Standard 2 has been raised. This correlates with the Early Years' Outcomes. Standard 1 is the expectation for mainstream primary children **by the end of Year 1**.

Essential entry level to Standard 1 (Year R Expectation Progress Descriptor): Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

Listed in an approximate hierarchy:

No	Criteria	EYO	
1	Can write own first name with appropriate upper and lower case letters (may not be accurate).	40 - 60 W	
2	Can form most letters clearly, although size and shape may be irregular.	40 - 60 M & H	
3	Writes simple regular words, some spelt correctly.	ELG W	
4	Always leaves spaces between words.		
5	Begins to make phonic attempts at words.	ELG W	
6	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.		
7	Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).	ELG W	
8	Can show some control over letter size, shape and orientation in writing.	40 - 60 W	
9	Can say what writing says and means.	40 - 60 W	
10	Can produce own ideas for writing.		
11	Can show some control over word order producing logical statements.		
12	Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).		
13	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).		
14	Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).		
15	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)		
16	Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).		
17	Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.		
18	Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements.		
19	Can use logical phonic strategies when trying to spell unknown words in more than three statements.	ELG W	
20	Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.		
21	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).		

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 1-E = 7 - 12 | **1-S** = 13 - 17 | **1-A** = 18 - 21 | **1-AP** = 19 - 21

If entry to Year 2 is not met, then the judgment is 1-A.

Early Years' Outcomes (EYO) Key:

R = Reading | W = Writing | M & H = Moving and Handling | EA & D = Expressive Arts and Design



By the End of Year 1 Pupils should be taught to:		
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 including 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 10	
	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 $7 = ? - 9$.	
Multiplication and division	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.	
Fractions	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	
Measurement	compare, describe, measure, record and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
	compare, describe, measure, record and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]	
	compare, describe measure, record, and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
	compare, describe measure, record, and solve practical problems for time [for example, quicker, slower, earlier, later, hours, seconds, minutes]	
	recognise and know the value of different denominations of coins and notes	
	sequence events in chronological order using language [for example, 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 – Properties of Shape	recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.	
	recognise and name common 3-D shapes, cuboids (including cubes), pyramids and spheres.	
Geometry - Position and direction	describe position, direction and movement, including whole, half, quarter and three-quarter turns	