



**EXPECTATIONS FOR FOUNDATION STAGE  
READING, WRITING AND MATHEMATICS**

## READING – Year 1

### Reading for Pleasure and Motivation

- Appreciate rhymes and poems
- Recognise and join in with predictable phrases
- Re-read these books to build up fluency and confidence
- Listen to and confidently discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- Begin to recite poems by heart
- Orally retell key stories, fairy stories and traditional tales
- Confidently link what they read or hear to their own experiences ‘The story reminds me of when I went on holiday because I got lost too!’
- Discuss word meanings, linking new meanings to those already known (care—caring—careful)

### Understanding

- Discuss the title of a book to deepen their understanding
- Engage in role-play to identify with and explore characters and the language they have used before us
- Check that the text makes sense to them as they read
- Discuss the significance of key events in a story
- Begin to make inferences on the basis of what is being said and done ‘He’s crying because he’s unhappy’
- Draw on what they already know or on background information and vocabulary provided by the teacher to understand books they read or hear
- Correct their own inaccurate reading
- Confidently predict what might happen on the basis of what has been read so far

### Word Reading

- Begin to read aloud accurately books that are consistent with their developing phonic knowledge
- Respond speedily with the correct sound to graphemes for 20+ phonemes
- Read words with –s and –es endings (cats foxes)
- Read all GPCs and common exception words taught in Reception
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Respond speedily with the correct sound to graphemes for 30+ phonemes
- Independently apply phonic knowledge taught so far to decode new words
- Read accurately by blending sounds in unfamiliar words containing GPCs taught
- Read many common exception words
- Read words with –ing and –ed endings (opening opened)
- Read words of more than one syllable that contain taught GPCs (rabbit jumping morning dinosaur)
- Use a selection of Year 2 GPCs

- Respond speedily with the correct sound to graphemes for all 40+ phonemes
- Read most common exception words
- Read words with –er and –est endings (bigger biggest)
- Read words with contractions and understand that the apostrophe represents omitted letter(s) (I'm I'll we'll)

## WRITING – Year 1

### Terminology

- Understands meanings of different writing purposes and begin to write them with appropriate features (stories, lists, letters)
- Can use terminology when talking about writing: letter, capital letter, word, sentence, full stop,
- Understand and use the following terminology when talking about writing: singular, plural, punctuation, question mark, exclamation mark

### Capitalisation

- Usually use a capital letter for their own name
- Start some sentences with a capital letter
- Sometimes use a capital letter for: any person's name, the name of a place, the days of the week, the personal pronoun I
- Start many sentences with a capital letter
- Usually use a capital letter for: any person's name, the name of a place, the days of the week, the personal pronoun I

### Punctuation

- Begin to use full stops independently, not necessarily accurately
- End some sentences with a full stop
- Recognise and verbally describe the function of question marks
- Recognise and verbally describe the function of exclamation marks
- End many sentences with a full stop
- End some sentences with a question mark
- End some sentences with an exclamation mark

### Spelling

- Using knowledge of phonics to spell some words correctly including a selection of polysyllabic words Understand that many words have irregular spellings and be able to spell a selection of these (bus school he/she you was one two like said)
- Name and use some letters of the alphabet
- Using knowledge of phonics to spell many words correctly, including in sentences dictated by the teacher
- Spell many common exception words, including in sentences dictated by the teacher
- Spell most of the days of the week

- Use most letter names 18) Use –s & -es suffixes to pluralise nouns (pens boxes)
- Use –s suffix for third person singular verbs (She runs He hopes)
- Use suffixes –ing -ed -er -est (helping helped helper quickest)
- Use many Y1 spellings rules
- Using knowledge of phonics to spell most words correctly
- Spell most common exception words
- Spell all of the days of the week
- Use the prefix –un (unfair unlock)
- Use most Y1 spellings rules
- Confidently use all letter names to distinguish between alternative spellings of the same sound (of / off bus / buzz are / our)

### Handwriting

- Form some legible lower case letters in the right direction
- Begin to form some digits
- Confidently write a range of sentences which can be read by the teacher
- Form many lower case letters in the right direction
- Form all capital letters
- Form digits 0-9
- Leave spaces between words
- Form most lower case letters in the right direction

### MATHEMATICS – Year 1

- 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.
- 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  $7 = \_ - 9$ .
- 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.
- 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.

- Compare, describe & solve practical problems for: lengths/heights (long/short/tall, half/double); mass/weight (heavier/lighter); capacity/volume (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.
- 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.