

KS1 Expectations – Reading

Working at the expected standard

- ▶ The pupil can:
- ▶ read accurately most words of two or more syllables
- ▶ read most words containing common suffixes*
- ▶ read most common exception words*.
- ▶ In age-appropriate¹ books, the pupil can:
- ▶ read most words accurately without overt sounding and blending, and sufficiently

KS1 Expectations Reading

- ▶ fluently to allow them to focus on their understanding rather than on decoding
- ▶ individual words
- ▶ • sound out most unfamiliar words accurately, without undue hesitation.
- ▶ In a book that they can already read fluently, the pupil can:
 - ▶ • check it makes sense to them, correcting any inaccurate reading
 - ▶ • answer questions and make some inferences
 - ▶ • explain what has happened so far in what they have read.

KS1 Expectations – Writing

- ▶ The pupil can, after discussion with the teacher:
- ▶ write simple, coherent narratives about personal experiences and those of others
- ▶ (real or fictional)
- ▶ write about real events, recording these simply and clearly
- ▶ demarcate most sentences in their writing with capital letters and full stops, and use
- ▶ question marks correctly when required
- ▶ use present and past tense mostly correctly and consistently
- ▶ use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

KS1 Expectations – Writing

- ▶ segment spoken words into phonemes and represent these by graphemes, spelling
- ▶ many of these words correctly and making phonically-plausible attempts at others
- ▶ spell many common exception words
- ▶ form capital letters and digits of the correct size, orientation and relationship to one
- ▶ another and to lower-case letters
- ▶ use spacing between words that reflects the size of the letters.

KS1 Expectations – Spellings

- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
- ▶ Page 7 onwards

KS1 Expectations – Spellings

Common exception words:

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas.

KS1 Expectations – Maths

- ▶ The pupil can:
- ▶ read scales
- ▶ in divisions of ones, twos, fives and tens
- ▶ partition any two-digit number into different combinations of tens and ones,
- ▶ explaining their thinking verbally, in pictures or using apparatus
- ▶ add and subtract any 2 two-digit numbers using an efficient strategy, explaining
- ▶ their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- ▶ recall all number bonds to and within 10 and use these to reason with and calculate
- ▶ bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$,
- ▶ then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

KS1 Expectations – Maths

- ▶ recall multiplication and division facts for 2, 5 and 10 and use them to solve simple
- ▶ problems, demonstrating an understanding of commutativity as necessary
- ▶ identify $\frac{1}{2}$ $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{1}{3}$
- ▶ of a number or shape, and know that all parts must be equal
- ▶ parts of the whole
- ▶ use different coins to make the same amount
- ▶ read the time on a clock to the nearest 15 minutes
- ▶ name and describe properties of 2-D and 3-D shapes, including number of sides,
- ▶ vertices, edges, faces and lines of symmetry.

Science

- ▶ The pupil can:
- ▶ name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- ▶ describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- ▶ describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- ▶ identify whether things are alive, dead or have never lived [year 2]
- ▶ describe and compare the observable features of animals from a range of groups

Science

- ▶ group animals according to what they eat [year 1], describe how animals get their
- ▶ food from other animals and/or from plants, and use simple food chains to describe
- ▶ these relationships [year 2]
- ▶ describe seasonal changes [year 1]
- ▶ name different plants and animals and describe how they are suited to different
- ▶ habitats [year 2]
- ▶ distinguish objects from materials, describe their properties, identify and group
- ▶ everyday materials [year 1] and compare their suitability for different uses [year 2].