Most Year 1 children are expected to be Secure by the end of the year.

E=Emerging   **S= Secure**

D=Developing   **M= Mastery**

READING	E	D	S	M
read Year 1 graphemes accurately and blend them to form words	at least 20%	up to 50%	75% or more	90% or more
read common exception words in the year 1 curriculum	at least 20%	up to 50%	75% or more	90% or more
correct inaccuracies as they are reading	when prompted	beginning to	usually	consistently
check the text makes sense when they read	when prompted	beginning to	usually	effectively
demonstrate their understanding of what they read and what is read to them	with support	answering basic questions	explaining clearly	summarising key events
make inferences and predictions	with support	beginning to	usually	consistently

WRITING	E	D	S	M
segment and spell words phonetically using graphemes taught in Year 1	cvc words, with support	attempts to spell shorter words	most simple words	in independent writing
spell Year 1 common exception words	at least 20%	up to 50%	75% or more	in independent writing
form capital letters and lower case letters (starting and finishing in the right place) and form the digits 0-9 correctly	sometimes	all	using ascenders and descenders	in independent writing
orally compose and write using interesting word choices	a simple sentence with support	2 simple sentences in sequence	sequences of relevant sentences	coherently, using a greater range of descriptive language
re-read what they have written to check it makes sense and is spelt correctly	with support	beginning to	usually	effectively
use capital letters appropriately and use full stops to demarcate sentences	with support	beginning to	usually	consistently

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MATHS	**E**	**D**	**S**	**M**
count on from any number and identify 1 more and 1 less	up to 20 with support	crossing 10 and 20 with support	up to and across 100	consistently
count in multiples of 2, 5 and 10	with support	beginning to independently	usually	consistently & can apply
add and subtract 1-digit and 2-digit numbers to 20, using number sentences with correct symbols	to 10 with support	beginning to, with support	usually, with practical resources	consistently & can apply
represent & use number bonds and related subtraction facts to 20	to 10 with support	beginning to, with support	usually	consistently & can apply
show understanding of multiplication and division, use x and ÷ & solve one step problems using objects, pictures and arrays with support	sharing and grouping objects with support	beginning to, with support	usually, with practical resources	consistently & can apply to problem solving
recognise, find and name a half and a quarter of an object, shape or quantity	halve with support	halve & quarter with support	usually	consistently & can apply
measure, compare, describe, order and begin to record length, height, mass, volume and time; *solve practical problems*	using non-standard units with support	using standard units with support	usually	consistently & can apply to problem solving
tell the time to the half-hour, draw hands on clocks, sequence events using language relating to time	to the hour, with support	beginning to, with support	usually	consistently & can apply
recognise and name common 2-D shapes and common 3-D shapes	some	most	all	consistently & can apply
use positional and directional language including whole, half, quarter and three-quarter turns	beginning to	some	most	all