

Ditton Infant School

End of Yr1 Age Related Expectations - children must be secure in each area and be able to apply this independently to be judged as working at the expected level by the end of the year.

| Yr1 Reading | |
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| Working at the Expected Standard | |
| Apply phonic knowledge to decode words. Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs taught. | Phase 3 digraphs / trigraphs |
| | Phase 4 adjacent consonants |
| | Phase 5 digraphs |
| | Phase 5 split digraphs |
| Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. | |
| Read words of more than one syllable which contain GPCs known. | |
| Read words with the suffixes -s, -es, -ing, -ed and -est. | |
| Check that texts make sense when reading; self-correct and re-read inaccurate reading. | |
| Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding. | |

| Yr1 Writing | |
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| Working at the Expected Standard | |
| Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. | |
| Spell most common exception words in the YR 1 spelling appendix. | |
| Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. | |
| Most letters sit on the line correctly. | |
| Some spaces are left between words, although inconsistent. | |
| Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. | |
| Write sentences or sentence-like structures which can be clearly understood. | |
| Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use a question mark in the right place. | capital letter full stop question mark |
| Often use 'and' to join words and clauses. | |
| Begin to use some features of Standard English e.g. I did. | |

| Yr 1 Maths | |
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| Working at the Expected Standard | |
| Number and 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 |
| | Identify and represent numbers using objects and pictorial representations including the number line. |
| Addition and Subtraction | Represent and use number bonds and related subtraction facts within 20. |
| | Add and subtract one-digit and two-digit numbers to 20, including 0. |
| Multiplication and Division | Count in multiples of 2s, 5s and 10s |
| | 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 1 of 2 equal parts of a shape or quantity. |
| | Recognise, find and name a quarter as 1 of 4 equal parts of a shape or quantity. |
| Measurement | Recognise and know the value of different denominations of coins. |
| | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| Properties of Shapes | Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] |
| | Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] |

Ditton Infant School

End of Yr2 Age Related Expectations - children must be secure in each area and be able to apply this independently to be judged as working at the expected level by the end of the year.

| Yr2 Reading | |
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| Working at the Expected Standard | |
| The pupil can: | <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* |
| In age-appropriate ¹ books, the pupil can: | <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² • sound out most unfamiliar words accurately, without undue hesitation. |
| In a book that they can already read fluently, the pupil can: | <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences |
| | <ul style="list-style-type: none"> • explain what has happened so far in what they have read. |

| Yr2 Writing | |
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| Working at the Expected Standard | |
| The pupil can, after discussion with the teacher: | <ul style="list-style-type: none"> • 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 |
| | <ul style="list-style-type: none"> • 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 |
| | <ul style="list-style-type: none"> • 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* |
| | <ul style="list-style-type: none"> • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |
| | <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. |

| Yr2 Maths | |
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| Working at the Expected Standard | |
| Measurement | <ul style="list-style-type: none"> • read scales* (The scale can be in the form of a number line, a practical situation or a graph axis) in divisions of ones, twos, fives and tens |
| Number and Place value | <ul style="list-style-type: none"> • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus |
| Addition and Subtraction | <ul style="list-style-type: none"> • Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35) |
| | <ul style="list-style-type: none"> • Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (72 - 17) |
| | <ul style="list-style-type: none"> • 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 |
| Multiplication and Division | <ul style="list-style-type: none"> • recall multiplication facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary |
| | <ul style="list-style-type: none"> • recall division facts for 2, 5 and 10 and use them to solve simple problems |
| Fractions | <ul style="list-style-type: none"> • identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole |
| Money | <ul style="list-style-type: none"> • use different coins to make the same amount |
| Time | <ul style="list-style-type: none"> • read the time on a clock to the nearest 15 minutes |
| Properties of shape | <ul style="list-style-type: none"> • name and describe properties of 2-D shapes, including number of sides, vertices and lines of symmetry. |
| | <ul style="list-style-type: none"> • name and describe properties of 3-D shapes, including number of vertices, edges, faces and lines of symmetry. |