



End of Year Expectations

Year 1

To support the learning of your child at home the teachers have put together a set of “End of Year Expectations” for English and maths.

These “Expectations” are based on outcomes in the National Curriculum and our own high expectations of the children at school.

We hope that you find these helpful in supporting the learning of your child at home.



English - Reading

- Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable.
- Read accurately unfamiliar words by blending the phonemes which have been taught.
- Read the common exception words (tricky words) up to including phase 5.
- Read words with common endings (s/es/ing/ed/er/est) and contractions.
- Read aloud books that are consistent with their developing phonic knowledge
- Show greater fluency and confidence when re-reading a text
- Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems
- Make links between what they read or hear read and their own experiences
- Make predictions and inferences on the basis of what has been read, said and done by different characters
- Check what they read makes sense and reread to correct where appropriate
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

Glossary

Across 100: E.g 97, 98, 99, 100, 101, 102...

Blending the phonemes: Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

Inferences: Conclusions reached by the child based on their reasoning and from the evidence from the text.

Pairs of number bonds to 20: E.g 12 + 8, 11 + 9, 13 + 7.

Phase 5: Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

Phonemes: The shortest unit of sound, e.g 's' in 'sat'.

Maths

- Count, read and write numbers from 1 to 20 in numerals and words.
- Count forwards to 100 from any given number.
- Count backwards from any given number to 100.
- Count, read and write numerals to 100.
- Count in multiples of 2s, 5s and 10s.
- Say the number one more or one less than a number to 100.
- Recall pairs of number bonds/ fact families to 20, addition and subtraction.
- Add and subtract one- and two-digit numbers to 20 including 0.
- Know the signs (+), (-) and (=).
- Solve a missing number problem (e.g. $5 + ? = 8$).
- Solve a one-step problem using addition and subtraction using concrete objects and pictures.
- Solve a one-step problem using multiplication and division using concrete objects and pictures.
- Recognise, find and name half and a quarter of an object, shape or quantity.
- Recognise and know the value of different coins and notes.
- Compare, describe and solve practical problems for length, height, weight and capacity.
- Measure and begin to record length, height, weight, capacity and time
- Sequence events in chronological order using language and can name the days of the week and months of the year.
- Can tell and record the time to o'clock and half past the hour.
- Can recognise and name simple 2D and 3D shapes.
- Describe position, direction and movement (e.g. right, left, clockwise, anti-clockwise etc.).
- Can read and create a simple pictogram or block graph to answer a question

English - Writing

- Sit and hold a writing implement correctly, whilst sitting correctly at a table
- Leave spaces between words in their writing
- Write the capital and lower-case form of each letter starting and finishing in the right place
- Correct formation of digits 0-9
- Write number words 1- 20 as well as multiples of 10 (30, 40, 50 etc)
- Write simple sentences dictated by an adult including phonics and tricky words taught so far
- Use capital letters for names, days of the week and places, including the personal pronoun 'I'
- Most sentences are punctuated with capital letters and full stops
- Begin to punctuate sentences with question marks and exclamation marks
- Begin to use commas in some expanded noun phrases
- Use "and" to join words, ideas and clauses.
- Compose an oral sentence before writing, sometimes with ambitious vocabulary and re-read aloud after writing to check it makes sense
- Recognise simple tense I went to the...The castle is...
- Spell common exception words or tricky, high frequency words (e.g. was, the, because, etc.)
- Spell words by applying the 44 phonemes as they have been taught.
- Use suffixes (- ing, - ed, - er, - est) and prefixes (-un)
- Correctly spell the days of the week and number names
- Write sequenced sentences to write short narratives, discussing what they have written with the teacher or other pupils