



YEAR 1

End of Year Expectations

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on and revised throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly received.

If you have any queries regarding the content of this information or want support in knowing how to best help your child please talk to your child's class teacher.

MATHS

Number:

- ☐ 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, multiplication and division
- ☐ recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts

Measurement:

- ☐ compare, describe and solve practical problems for a range of lengths, weights, capacity and time
- ☐ measure and begin to record lengths, weights, capacity and time
- ☐ recognise and know the value of different coins and notes
- ☐ sequence events in chronological order using language ([for example, 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.

Geometry:

- ☐ recognise and name common 2-D and 3-D shapes,
- ☐ describe position, direction and movement, including whole, half, quarter and three-quarter turns.

READING

- ☐ To identify words which appear again and again
- ☐ To recognise and join in with predictable phrases
- ☐ To relate reading to own experiences

- ☐ To re-read and amend if reading does not make sense
- ☐ To re-tell with considerable accuracy
- ☐ To discuss the significance of title and events
- ☐ To make predictions based on what has been read
- ☐ To make inferences based on what is being said and done
- ☐ To read aloud with pace and expression, i.e. pause at full stop: raise voice for question
- ☐ To match appropriate phonemes with graphemes, e.g. ay, ai, a_e -

To recognise:

capital letters

full stops

question marks

exclamation marks

ellipsis

- ☐ To know why the writer has used the above punctuation in a text
- ☐ To know the difference between fiction and non-fiction texts

WRITING

Sentence:

- ☐ To know how words can combine to make sentences
- ☐ To join words and clauses using 'and'

Word:

- ☐ To name letters of the alphabet
- ☐ To form lower case and upper-case letters correctly
- ☐ To use letter names to distinguish between spellings of the same sound
- ☐ To add regular plural noun suffixes -s or -es correctly
- ☐ To add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper, quickest)
- ☐ To add the prefix un- correctly, showing an understanding of how the meaning of the word is changed

Text and composition:

- ☐ Sequencing sentences to form short narratives
- ☐ Composing a sentence orally before writing it
- ☐ Re-reading what is written for sense

Punctuation:

- ☐ To separate words with spaces
- ☐ To begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- ☐ To use capital letters for names and for the personal pronoun 'I'

Spelling:

- ☐ To identify all letters of the alphabet and the sounds which they most commonly represent
- ☐ To identify and use consonant digraphs which have been taught and the sounds which they represent
- ☐ To identify and use vowel digraphs which have been taught and the sounds which they represent
- ☐ To segment spoken words into sounds before choosing graphemes to represent the sounds
- ☐ To use words with adjacent consonants
- ☐ To correctly follow guidance and rules which have been taught