

# Year 1: End of Year Expectations

Francis Baily Primary School



**The following end of year expectations are based directly on the National Curriculum objectives taught in school and reflect what most children are expected to achieve by the end of the year. Remember, children develop at different rates and support is always provided where needed.**

## Reading

By the end of Year 1, children are expected to:

- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Encouraged to link what they read or hear read to their own experiences
- Explain clearly their understanding of what is read to them
- Learn to appreciate rhymes and poems, and to recite some by heart
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Make inferences on the basis of what is being said and done
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Predict what might happen on the basis of what has been read so far
- Recognise and join in with predictable phrases
- Apply phonic knowledge and skills as the route to decode words
- Re-read these books to build up their fluency and confidence in word reading
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read other words of more than one syllable that contain taught GPCs
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

## Writing

Children are expected:

- To write sentences in order to create short narratives and non-fiction texts.
  - To use some features of different text types (although these may not be consistent).
  - To reread their writing to check that it makes sense and make suggested changes.
  - To use adjectives to describe.
  - To use simple sentence structures
  - To use the joining word (conjunction) 'and' to link ideas and sentences.
  - Some use of exclamation marks.
  - Some use of Question marks.
  - To spell most words containing previously taught phonemes and GPCs accurately.
  - To Spell most common exception words
  - To use -s and -es to form regular plurals correctly.
  - To use the prefix 'un'.
  - To add the suffixes -ing, -ed, -er and -est to root words
  - To write lower case and capital letters in the correct direction, starting and finishing in the right place.
  - To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
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## Spelling

Children can spell:

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

## Maths

Children can:

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Recognise and name common 2-D shapes
- Recognise and name common 3-D shapes
- Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- Measure and begin to record capacity and volume
- Measure and begin to record lengths and heights
- Measure and begin to record mass/weight
- Measure and begin to record time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = [\text{blank}] - 9$
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- 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
- 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
- Be 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.