



Love for God, Life, Learning and for Each Other

End of Year Expectations

Year 1

This booklet provides information for parents and carers about the end of year expectations for children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly valued.

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

Mathematics

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 20 in digits and words.
- Read and write numbers to 100 in digits.
- Say 1 more and 1 less than numbers to 100.
- Count in multiples of 1, 2, 5 and 10.
- 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, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract 1 digit and 2 digit numbers to 20, including zero.
- 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.

- Recognise half and quarter of an object, shape or quantity.
- Sequence events in order.
- Know months of the year in order.
- Use language of day, week, month and year.
- Know o'clock and half past using analogue clock.
- Recognise and name common 2D shapes, e.g. square, rectangle, circle and triangle.
- Recognise and name common 3D shapes, e.g. cube, cuboid, sphere and pyramid.
- Describe whole, half, quarter and three quarter turns.
- Compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes

Reading

- Read for pleasure and relate reading to own experiences.
- Re-read to correct.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make simple predictions on basis of what has been read.
- Read with pace and expression, i.e. pause at full stops and raise voice for a question.
- Know difference between fiction and non-fiction texts.
- Learn some simple rhymes and poems by heart.
- Read Phase 4 and Phase 5 tricky words.

- Be secure at Phase 5 phonics.
 - Read common exception words.
 - 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)

Writing

- Write sentences that start with a capital letter and end with a full stop.
- Use ‘and’ to join ideas.
- In writing, show evidence of full stops, question marks or exclamation marks.
- Use capital letters for names of people, places and days of the week, and the personal pronoun ‘I’.
- Write clearly sequenced sentences
- Correct formation of capital and lower case.
- Correct formation of digits.

Spelling

- Words using Phase 5 phonemes.
- Tricky words from Phase 4 and Phase 5.
 - The days of the week.
 - Common exception words.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un–.
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].