

End of Year Expectations— Year 1

YEAR 1 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 5 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



Reading

Word reading:

1. Match all 44 phonemes (sounds) to their 104 graphemes.
2. Blend sounds in unfamiliar words.
3. Divide words into syllables.
4. Read compound words.
5. Read words with contractions and understand that the apostrophe represents the missing letters (can't, don't, couldn't)
6. Read phonetically decodable words.
7. Read words that end with '-s', '-ing', '-ed', '-est'.
8. Read words which start with 'un-'.
9. Add '-ing', '-ed', and '-er' to verbs. (Where no change is needed to the root word.)
10. Read nonsense words demonstrating application of phonics.
11. Read tricky words which are not phonetically decodable.

Comprehension:

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1. Say what is liked and disliked about a text.
2. Link what has been heard or read to own experiences.
3. Retell key stories orally using narrative language.
4. Talk about the main characters within a well-known story.
5. Learn some poems and rhymes by heart.
6. Use what is already known to understand texts.
7. Check that reading makes sense, and go back to correct when it doesn't.
8. Draw inferences from the text and/or the illustrations (Beginning).
9. Make predictions about events in the text.

If your child has met these expectations, the next steps for them are:

1. Read accurately and confidently words of 2 or more syllables.
2. Talk about favourite authors, or genres of books.
3. Predict what happens next in familiar stories.
4. Happy to read aloud in front of others.
5. Tell someone about likes and dislikes related to the story they have read or a story they have had read to them.
6. Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.
7. Aware of mistakes made because reading does not make sense.
8. Re-read a passage if unhappy with own comprehension.
9. Growing awareness of how non-fiction texts are organised. 10. Use illustrations as an important feature in aiding reading.



Writing

Spelling:

1. Identify known sounds in unfamiliar words.
2. Use syllables to divide words when spelling (sounds).
3. Use what is known about alternative phonemes to narrow down possibilities for accurate spelling.
4. Use the spelling rule for adding 's' or 'es' for verbs in the 3rd person.
5. Name all the letters of the alphabet in order.
6. Use letter names to show alternative spellings of the same phoneme (sound).

Handwriting:

1. Sit correctly at a table, holding a pencil comfortably and correctly.
2. Form lower case letters in the correct direction, starting and finishing in the right place.
3. Form capital letters and digits 0-9.

Text structure:

1. Sequence sentences to form a narrative

Sentence structure:

1. Combine words to make a sentence.
2. Join two sentences using 'and', 'but', and 'so'

Composition:

1. Compose a sentence orally before writing it.
2. Sequence sentences in chronological order to recount an event or experience.
3. Re-read what has been written to check that it makes sense.
4. Leave spaces between words.
5. Know how the prefix 'un' can be added before words to change meaning.
6. Use the suffixes '-s', '-es', '-ed', and '-ing' within writing.

Punctuation:

1. Separate words using finger spaces.
2. Use capital letters to start a sentence.
3. Use a full stop to end a sentence.
4. Use a question mark.
5. Use an exclamation mark.
6. Use capital letters for names.
7. Use 'I'

If your child has met these expectations, the next steps for them are:

1. Write short stories about something personal to them.
2. Sequence a short story or series of events related to learning in science, history and geography.
3. Writing makes sense to the reader without additional explanation.
4. Confident in changing the way sentences start.
5. Make sentences longer and use words other than 'and' and 'then' to join ideas together.
6. Use new vocabulary for the first time in stories or explanations, and is excited about experimenting with new vocabulary.
7. Know which letters sit below the line and which are tall letters.
8. Consistent in use of lower case and capital letters.
9. Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words.
10. Spell almost all words in the Year 1 and 2 list accurately.



Maths

Number:

1. Count all numbers up to 100.
2. Count on and back in 1s, 2s, 5s, and 10s from any given number up to 100.
3. Write all numbers in words up to 20.
4. Say the number that is one more or one less than a number to 100.
5. Remember and say all pairs of numbers which make 20 (addition and subtraction).
6. Add and subtract 1-digit and 2-digit numbers to 20, including zero.
7. Know the signs (+); (-); (=).
8. Solve a problem with a missing number.
9. Solve a one-step problem using addition and subtraction, using real objects and drawings.

Measurement and Geometry:

1. Recognise all coins.
2. Recognise and can name the 2D shapes: circle, triangle, square and rectangle.
3. Recognise and can name the 3D shapes: cuboid, pyramid, and sphere.
4. Name the days of the week and months of the year.
5. Tell the time to o'clock and half past the hour.

If your child has met these expectations, the next steps for them are:

1. Count all numbers up to 100 and past 100.
2. Count on and back in 3s from any given number to beyond 100.
3. Say the number that is 10 more or 10 less than a number to 100.
4. Know the signs (+); (-); (=); ()
5. Apply knowledge of number to solve a one-step problem involving an addition, subtraction, simple multiplication and simple division.
6. Add and subtract 1-digit and 2-digit numbers to 50, including zero.
7. Recognise all coins and notes and know their value.
8. Use coins to pay for items brought up to £1.
9. Use knowledge of time to know when key periods of the day happen, for example; lunchtime, home time, etc.
10. Recognise different 2D and 3D shapes that are around us.