

# End of Year Expectations



## Year 1

In September 2014 the Department for Education released the new National Curriculum for England, which all state schools are expected to follow and which sets a standard of English and mathematics which is significantly above that of the previous national curriculum. This is due to the Government's desire to have a world class education system.

Enclosed in this booklet you will find the expectations for your child's year group which we trust you will find both informative and helpful. The Key Performance Indicators are highlighted in bold, these are the essential targets that each child should achieve.

There have also been changes to the way children are assessed against the new curriculum, with the removal of levels at which the children were previously working. The 'assessing without levels' guidance will determine whether a child is working within one of four bands in a particular year group: working below the expected standard, working towards the expected standard, working at the expected standard, working above the expected standard.

These assessments will be reflected in the children's annual reports.

Inevitably, children do not learn everything they need to know at school alone and the support of parents / carers is fundamental in helping them to make the best possible progress. We therefore urge you to spend time with your child in helping them to achieve the targets enclosed. If you require any help in supporting your child at home, please talk to your child's Class Teacher

## Year 1 Reading Targets

Word Reading	Comprehension	
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</b></li> <li>• <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</b></li> <li>• <b>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</b></li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• <b>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.</b></li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>○ <b>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</b></li> <li>○ being encouraged to link what they read or hear read to their own experiences</li> <li>○ <b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b> <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ <b>checking that the text makes sense to them as they read</b></li> <li>○ <b>correcting inaccurate reading as they read</b></li> <li>○ <b>discussing the significance of the title and events</b></li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ <b>predicting what might happen on the basis of what has been read so far.</b></li> </ul> </li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>

## Year 1 Writing Targets

Transcription	Composition	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>• <b>Spell:</b> <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> <li>○ common exception words</li> <li>○ the days of the week</li> </ul> </li> <li>• Name the letters of the alphabet:           <ul style="list-style-type: none"> <li>○ <b>naming the letters of the alphabet in order</b></li> <li>○ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• Add prefixes and suffixes:           <ul style="list-style-type: none"> <li>○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ using the prefix un–</li> <li>○ 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]</li> <li>○ Apply simple spelling rules and guidance, as listed in English Appendix 1</li> </ul> </li> <li>• <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write sentences by:</b> <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ <b>sequencing sentences to form short narratives</b></li> <li>○ <b>re-reading what they have written to check that it makes sense</b></li> </ul> </li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by:           <ul style="list-style-type: none"> <li>○ leaving spaces between words</li> <li>○ joining words and joining clauses using and</li> <li>○ <b>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>○ learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing – letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>

## Year 1 Handwriting and Spelling Targets (across all subjects)

- Sit correctly at the table;
- Hold the pencil correctly as a left- or right-handed learner;
- Understand letters as members of handwriting families;
- Form lower case letters correctly, starting and finishing at the correct place as a left- or right-handed learner;
- Form capital letters correctly, starting and finishing at the correct place as a left or right-handed learner;
- Form digits correctly, starting and finishing at the correct place as a left- or right-handed learner.

Spelling is taught during a daily 20 minute phonics session.

Read and spell these 45 common exception words by the end of Year 1:

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

## Year 1 Mathematics Targets

Number and Place Value	Number – Addition & Subtraction	Number - Multiplication and Division	Number – Fractions
<ul style="list-style-type: none"> <li>• <b>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number;</b></li> <li>• <b>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens;</b></li> <li>• <b>given a number, identify one more and one less;</b></li> <li>• 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;</li> <li>• read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs;</li> <li>• <b>represent and use number bonds and related subtraction facts within 20;</b></li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero;</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognise, find and name a half as one of two equal parts of an object, shape or quantity;</b></li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<b>Measurement</b>		<b>Geometry – Properties of shapes &amp; Position and Direction</b>	
<ul style="list-style-type: none"> <li>• <b>compare, describe and solve practical problems for:</b> <ul style="list-style-type: none"> <li>• <b>lengths and heights (for example, long/short, longer/shorter, tall/short, double/half);</b></li> <li>• <b>mass/weight (for example, heavy/light, heavier than, lighter than);</b></li> <li>• <b>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter);</b></li> <li>• <b>time (for example, quicker, slower, earlier, later);</b></li> </ul> </li> <li>• measure and begin to record the following:               <ul style="list-style-type: none"> <li>• lengths and heights;</li> <li>• mass/weight;</li> <li>• capacity and volume;</li> <li>• time (hours, minutes, seconds);</li> </ul> </li> <li>• recognise and know the value of different denominations of coins and notes;</li> <li>• sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening);</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years;</li> <li>• <b>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>recognise and name common 2-D and 3-D shapes, including:</b> <ul style="list-style-type: none"> <li>• <b>2-D shapes (for example, rectangles (including squares), circles and triangles);</b></li> <li>• <b>3-D shapes (for example, cuboids (including cubes), pyramids and spheres);</b></li> </ul> </li> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>	