

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL



End of Year Expectations for Year 1

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations 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 children 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 class teacher.

Reading Year 1 (red objectives = non negotiables)

Word Reading	
1.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
2.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
3.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
4.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
5.	Read other words of more than one syllable that contain taught GPCs
6.	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
7.	Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
8.	Apply phonic knowledge and skills as the route to decode words
9.	Reread these books to build up their fluency and confidence in word reading
Comprehension	
10.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
11.	Recognising and joining in with predictable phrases
12.	Learning to appreciate rhymes and poems and to recite some by heart
13.	Drawing on what they already know or on background information and vocabulary provided by the teacher
14.	Checking that the text makes sense to them as they read, and correcting inaccurate reading
15.	Discussing the significance of the title and events
16.	Making inferences on the basis of what is being said and done
17.	Predicting what might happen on the basis of what has been read so far
18.	Explain clearly their understanding of what is read to them
19.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
20.	Being encouraged to link what they read or hear to their own experiences
21.	Discussing word meanings, linking new meanings to those already known
22.	Participate in discussion about what is read to them, taking turns and listening to what others say

Writing - Year 1

	Spelling
1.	Spell words containing each of the 40+ phonemes already taught
2.	Spell common exception words
3.	Spell the days of the week
4.	Name the letters of the alphabet in order
5.	Use letter names to distinguish between alternative spellings of the same sound
6.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
7.	Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
8.	Use the prefix un–
9.	Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
10.	Apply simple spelling rules and guidance
	Handwriting
11.	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
12.	Sit correctly at a table, holding a pencil comfortably and correctly
13.	Form capital letters
14.	Form digits 0-9
15.	Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practice these
	Composition
16.	Sequence sentences to form short narratives
17.	Re-read what they have written to check that it makes sense
18.	Say out loud what they are going to write about, composing a sentence orally before writing it
19.	Discuss what they have written with the teacher or other pupils
20.	Read their writing aloud, clearly enough to be heard by their peers and the teacher
	Vocabulary, Grammar & Punctuation
	Word
21.	Know regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun
22.	Know suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)
23.	Know how the prefix <i>un–</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
	Sentence
24.	Know how words can combine to make sentences
25.	Join words and joining clauses using <i>and</i>
	Text
26.	Sequence sentences to form short narratives
	Punctuation
27.	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
28.	Separate words with spaces
29.	Use capital letters for names and for the personal pronoun

Terminology for pupils - letter, capital letter, word, singular, plural, sentence , punctuation, full stop, question mark, exclamation mark

Maths Year 1

	Number & Place Value
1.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
2.	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
3.	Given a number, identify one more and one less
4.	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
5.	Read and write numbers from 1 to 20 in numerals and words.
	Addition & Subtraction
6.	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
7.	Represent and use number bonds and related subtraction facts within 20
8.	Add and subtract one-digit and two-digit numbers to 20, including zero
9.	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.
	Multiplications and Division
10.	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.
	Fractions
11.	Recognise, find and name a half as one of two equal parts of an object, shape quantity
12.	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
	Properties of shape
13.	Recognise and name common 2-D [for example, rectangles (including squares), circles and triangles]
14.	Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
	Position and Direction
15.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
	Measurement
	Compare, describe and solve practical problems for:
16.	Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
17.	Mass/weight [for example, heavy/light, heavier than, lighter than]
18.	Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
19.	Time [for example, quicker, slower, earlier, later]
	Measure and begin to record the following:
20.	Lengths and heights
	Mass/weight
	Time (hours, minutes, seconds)
21.	Recognise and know the value of different denominations of coins and notes
22.	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
23.	Recognise and use language relating to dates, including days of the week, weeks, months and years
24.	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.