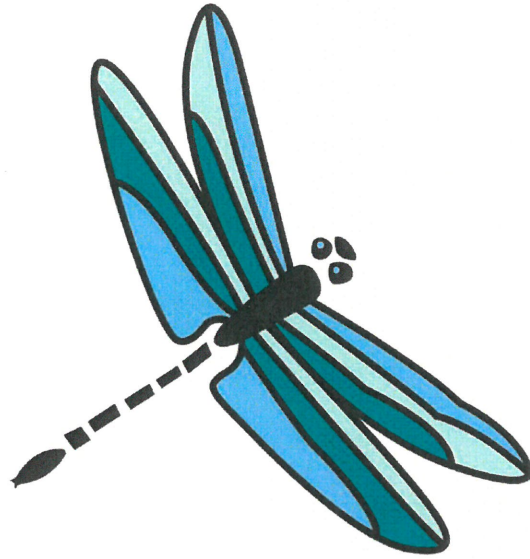


Wembrook Primary School



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 National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

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 teacher.

Reading

- Apply phonic knowledge and skills to work out unknown words.
- Read accurately by blending sounds in unfamiliar words containing phonemes that have been taught.
- Read words containing –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).

Reading Comprehension

- Listen to and discussing a wide range of poems, stories and non-fiction.
- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.

Spelling

- Words containing each of the phonemes already taught.
- Common exception words.
- The days of the week .
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- Use the prefix un–
- 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]
- Write from memory simple sentences dictated by the teacher that include words using known phonemes and common exception words taught so far.

Writing

- Leave spaces between words.
- Join words and joining clauses using 'and'.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Learn the grammar terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark .



Mathematics

- 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.
- Give 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.
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- 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, find and name a half and quarter of an object, shape or quantity.
- 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]
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

