

# Reading

## Word Reading

- ⇒ Responds speedily with the correct sound to graphemes for all 40+ phonemes.
- ⇒ Reads 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. Blends sounds in unfamiliar words containing GPCs that have been taught. Develops fluency through re-reading books.
- ⇒ Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- ⇒ Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- ⇒ Reads words with contractions.

## Comprehension

Reading is seen as a pleasurable activity and demonstrates this by:

- ⇒ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- ⇒ Becoming very familiar with key stories and being able to retell them.
- ⇒ Can recite some simple poems by heart.
- ⇒ Discusses word meanings.
- ⇒ Linking new meanings to those already known.
- ⇒ Understands both the books they can already read accurately and fluently and those they listen to by:
  - ⇒ Checking that the text makes sense to them as they read and self correct
  - ⇒ Predicting what might happen on the basis of what has been read so far
  - ⇒ Making inferences. Is able to discuss the significance of titles and events.
- ⇒ Understands the difference between fiction and non-fiction. Participates in discussion about what is read to them, taking turns and listening to what others say.

# End Of Year Expectations Year 1

## St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching 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 teacher.



# Mathematics

By the end of AUTUMN term, your child should:

## Number and place value

Sort, count and represent objects including from a larger group.  
Represent objects.  
Recognise numbers as words.  
Count on from any number.  
1 more and 1 less  
Count backwards within 10.  
Compare groups by matching.  
Know the meaning of fewer, more, same, less than, greater than, equal to  
Compare and order objects and numbers.  
Use a number line.

## Addition

add more.  
Find a part of a whole.  
Fact families - the eight facts

## Subtraction

find a part.  
Understand the vocabulary:  
take away/cross out.  
how many left?  
Subtract using a number line.  
Add or subtract 1 or 2.

## Shape

Recognise and name and sort 3-D shapes  
Recognise and name and sort 2-D shapes. Identify and build patterns with 2-D and 3-D shapes.

By the end of SPRING term, your child should:

## Place Value (within 20)

Count within 20  
Understand the numbers 10, 11, 12, 13 14, 15, 16, 17, 18, 19 and 20.  
To know and find 1 more and 1 less of numbers to 20.  
Use a number line to 20.  
Estimate on a number line to 20.  
Compare and order numbers to 20.

## Place value within 50.

Count from 20 to 50 (20, 30, 40 and 50)  
Count by making groups of tens.  
Groups of tens and ones  
Partition into tens and ones  
Use a number line to 50 and estimate on a number line to 50.  
1 more, 1 less than numbers between 20 and 50.

# Mathematics

By the end of SPRING term, your child should:

## Addition and subtraction. (Within 20)

### Addition

Add by counting on within 20.  
Add ones using number bonds.  
Find and make number bonds to 20.  
Recognise doubles and near doubles.

### Subtraction

Subtract ones using number bonds.  
Be able to count back  
To find the difference.  
Solve missing number problems.

## Length and height.

Compare lengths and heights.  
Measure length using objects.  
Measure length in centimetres.

## Mass and volume

Heavier and lighter  
Measure and compare mass  
Full and empty  
Compare volume  
Measure and compare capacity

By the end of SUMMER term, your child should:

## Multiplication and division

Count in 2s 10s and 5s  
Recognise equal groups  
Add equal groups and use grouping and sharing.  
Make arrays  
Make doubles

## Fractions

Recognise a half of an object or a shape  
Find a half of an object or a shape  
Recognise a half of a quantity  
Find a half of a quantity  
Recognise a quarter of an object or a shape  
Find a quarter of an object or a shape  
Recognise a quarter of a quantity  
Find a quarter of a quantity

## Position and direction.

Describe turns  
Describe position - left and right  
Describe position - forwards and backwards  
Describe position - above and below  
Ordinal numbers

## Place value (within 100)

Count from 50 to 100  
Know Tens to 100  
Partition into tens and ones  
Use a number line to 100  
1 more, 1 less of number up to 100  
Compare numbers with the same number of tens  
Compare any two numbers

## Money

Unitising  
Recognise coins and notes  
Count in coins

## Time.

Before and after  
Days of the week  
Months of the year  
Hours, minutes, and seconds  
Tell the time to the hour  
Tell the time to the half hour

# Writing

## Composition

### Sentence Structure/Grammar

Write simple sentences

Sentence structure is often repeated Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs

To write simple compound sentences using and

### Punctuation

To separate words with spaces

Beginning to use capital letters and full stops to demarcate some sentences.

To begin to use question marks and exclamation marks to demarcate sentences

To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)

### Drafting and Editing

Checks that their writing makes sense by rereading and makes simple changes where suggested

# Writing

## Composition

### Text Structure and Organisation

Sentences planned orally before they are written.

Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.

Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)

### Effective use of language/Vocabulary (including awareness of reader)

Uses vocabulary which is appropriate to the subject matter.

Some use of adjectives for description

Writing refers to the context of task.

## Transcription

### Spelling

Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.

There is increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er and -est where there is no needed in the spelling of the root word

(see NC appendix 1)

### Handwriting

Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size)

Holds a pencil comfortably and correctly

Form capital letters and digits 0-9

Understand which letters belong to the handwriting 'families' and practise these