

Mathematics

By the end of Year 1, children are expected to be able to:

- Count to and across 100, forwards & backwards from any number.
- Form numerals correctly.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Read and understand number statements using +, -, =
- Write number statements using +, -, =
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representation and arrays.
- Recognise and find half and quarter of object, shape or quantity.
- Talk about whole, half, quarter and three quarter turns.
- Tell how much coins and notes are worth.
- Recognise and name common 2D and 3D shapes.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.
- Can solve problems for length, height, mass, capacity and time.

Year 1 End of Year Expectations



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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.

During June your child may be involved in the National Phonics Screening Check, results of which will be shared alongside the annual report.

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

By the end of Year 1, children are expected to:

- Say quickly the sound of all letters and letter groups.
- Read new words correctly by blending and letter group sounds taught.
- Read common exception words and see where the letter sounds are different.
- Read words with endings –s, -es, -in, -ed and –est.
- Read words like I'm, I'll, we'll and understand the apostrophe represents the missing letter or letters.
- Read aloud books that use letters and letter groups that have been taught.
- Identify which words appear again and again.
- Spot if a word has been read wrongly by following the sense of the text.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
 - capital letters, full stops, question marks
 - exclamation marks, ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.

Writing

By the end of Year 1, children are expected to be able to write for a range of purposes and audiences (including a short story), and in doing so they should be able to:

- Spell words containing each of the letter sounds taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- Know the plural rule and use –s, -es in the right places.
- Add un- to the start of a word to make a different word.
- Use simple spelling rules.
- Write the correct spellings in simple sentences.
- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/ went.
- Introduce use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks.
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.