



Bolshaw Primary School

END OF YEAR EXPECTATIONS

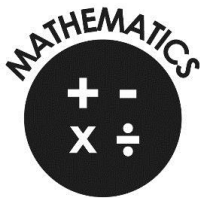
Information for Parents

This booklet provides information for parents and carers on the end of year expectations for children in Year 1 in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.



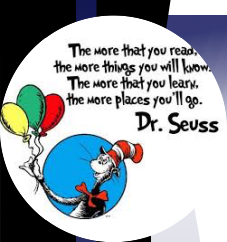
All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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.



Successful Learners Confident Individuals Effective Contributors Responsible Citizens

YEAR 1



English

By the end of Year 1 your child is expected to be competent in following areas:

Reading - word reading

- * apply phonic knowledge and skills as the route to decode words
- * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- * read accurately by blending sounds in unfamiliar words containing **GPCs** that have been taught
- * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- * read words containing taught **GPCs** and -s, -es, -ing, -ed, -er and -est endings
- * read other words of more than one syllable that contain taught **GPCs**
- * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other



Reading - comprehension



- * develop pleasure in reading, motivation to read, vocabulary and understanding 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
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- * understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting 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
- * explain clearly their understanding of what is read to them



* **(GPC) grapheme-phoneme correspondence** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

Writing - composition



- * write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- * discuss what they have written with the teacher or other pupils
- * read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar and Punctuation

- * develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in [English appendix 2](#)
- * use the grammatical terminology in English [English appendix 2](#) in discussing their writing



Spelling

- * spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- * name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- * add prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un-
 - 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]
- * apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far



Handwriting and Presentation

- * sit correctly at a table, holding a pencil comfortably and correctly
- * begin to form lower-case letters in the correct direction, starting and finishing in the right place
- * form capital letters
- * form digits 0-9
- * understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these



Maths

By the end of Year 1 your child is expected to be competent in following areas:

Number & Place Value

- * To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- * To count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- * To, given a number, identify 1 more or 1 less
- * To identify and represent numbers using objects and pictorial presentations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- * To read and write numbers from 1 to 20 in numerals and words.

Addition & Subtraction

- * To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- * To represent and use number bonds and related subtraction facts within 20
- * To add and subtract one-digit and two-digit numbers to 20, including 0
- * To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Multiplication & Division

- * To 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

- * To recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- * To recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Measurement

- * To 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, quarter)
 - Time (for example, quicker, slower, earlier, later)
- * To measure and begin to record the following
 - Lengths and heights
 - Mass/weight
 - Capacity and volume
 - Time (hours, minutes, seconds)
 - To recognise and know the value of different denominations of coins and notes
 - To sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
- * To recognise and use language relating to dates, including days of the week, weeks, months and years
- * To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Properties of Shapes

- * To recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes (for example, rectangles [including squares], circles and triangles)
 - 3-D shapes (for example, cuboids [including cubes], pyramids and spheres)

Position and Direction

- * To describe position, directions and movements, including whole, half, quarter and three-quarter turns.

