

Rothwell Victoria Infant School



Year 1

End of Year Expectations

This document provides information for parents on the end of year expectations. These expectations have been identified by the Government as being the 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.

If you have any queries regarding the content of this information or want support in knowing how best to help your children, please talk to your child's teacher.



- 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 and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding 's' or 'es' for verbs in the third person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words

- 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' • Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change its meaning

Children will be able to demonstrate their understanding, skills and knowledge by:

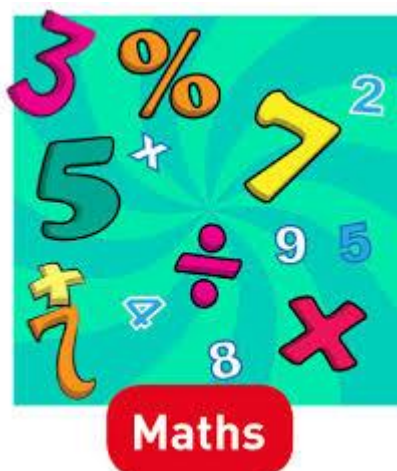
- Writing short stories about something personal to them
- Sequencing a short story or series of events related to learning in science, history and geography
- Writing makes sense to the reader without additional explanation
- Being confident in changing the way sentences start
- Making sentences longer and use words other than 'and' and 'then' to join ideas together
- Using new vocabulary for the first time in story or explanations and being excited about experimenting with new vocabulary
- Knowing which letters sit below the line and which are tall letters
- Being consistent in use of lower case and capital letters
- Sounding out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spelling almost all words in the Year 1 and 2 list accurately.



Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear to their own experiences
- Retell key stories orally using narrative language

- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text Word Reading
- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farm-yard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings • Read words which have the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word



- Count reliably to 100, forwards and backwards from any number
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100
- Write all numbers in words to 20
- Say the number that is one more or one less than a number to 100
- Recall all pairs of additions and subtractions number bonds to 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Know the signs +, - and = and what they mean
- Solve a missing number problem, such as: $5 = 8 -$
- Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays
- Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays
- Recognise all coins: £1; 50p; 20p; 10p; and 1p
- Recognise and name the 2D shapes: circle; triangle; square and oblong
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year

Children will be able to demonstrate their understanding, skills and knowledge by:

- Count reliably well beyond 100
- Count on and back in 3s from any given number to beyond 100
- Say the number that is 10 more or 10 less than a number to 100
- Know the signs (+); (-); (=); ()
- Apply knowledge of number to solve a one-step problem involving addition, subtraction and simple multiplication and division
- Add and subtract 1-digit and 2-digit numbers to 50, including zero
- Recognise all coins and notes and know their value
- Use coins to pay for items bought up to £1

- Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc.

- Recognise different 2D and 3D shapes in the environment