

Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading, writing and mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 1 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 1 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect, honesty, responsibility, kindness, self-belief and aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners, working hard, effort (trying your best), pride, fairness, keeping everyone safe, care, listening, and behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

Reading

By the end of Year 1, a child should be able to read all common graphemes (letter or group of letters that make a sound such as 'ea', 'igh' 'oo') and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books.

- Read the correct sounds for all the 40+ graphemes (groups of letters that make a sound) that have been taught – for example, ea, igh, ur, and so on; read words containing these graphemes quickly without the need to sound out (for example, 'shout', 'hand', 'stop', 'dream', etc.)
- Read unfamiliar words that contain the graphemes (groups of letters that make a sound) that have been taught by sounding these out speedily
- Read accurately by blending sounds in words
- Read common exception words, "tricky words" – that is, those that don't follow the usual phonic rules, such as 'you', 'could', 'many', 'people', etc.
- Read words that have simple suffixes (word endings), such as words ending –ed, -ing, etc.
- Read aloud accurately from books which match their phonic and word reading knowledge
- Check that reading makes sense, and, as they read, correct inaccurate reading
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Become very familiar with key stories, fairy stories and traditional tales
- Retell familiar stories, or those stories which they have acted out
- Predict what might happen next in a story, based on what they have read so far
- Listen to the opinions of others when discussing texts that have been read
- Give own opinion about stories and non-fiction (information) books that they have read themselves, or which have been read to them



Writing

By the end of Year 1, a child should be able to compose individual sentences verbally and then write them down, and be able to spell correctly many of the words covered in Year 1 (see Appendix 1 of the National Curriculum for examples), as well as name the letters of the alphabet in order.

- Use phonic knowledge to spell words
- Name the letters of the alphabet in order
- Say sentences out loud before writing them
- Leave spaces between words
- Begin to punctuate some sentences correctly with capital letters and full stops; begin to use question marks and exclamation marks
- Begin to use a capital letter for names of people, places and the days of the week
- Write simple sentences that are dictated correctly, that use graphemes and sounds taught so far, and include some common "tricky" words
- Write sentences in order to tell a story (narrative), using a logical sequence
- Re-read own writing to check that it makes sense, and make corrections
- Form most lower case letters and digits 0-9 in the correct direction, starting and finishing in the correct place; begin to form capital letters correctly



Mathematics

By the end of Year 1, a child should be fluent with whole numbers and counting, have a developing understanding of addition and subtraction, and begin to recognise simple fractions.

- Count up to and beyond 100, forwards and backwards, starting from any number
- Count, read and write numbers to 100 in numerals
- Count forwards and backwards in multiples (steps) of 2, 5 and 10
- Say the number that is one more or one less than any 2-digit number
- Add and subtract numbers up to 20.
- Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an object or shape
- Recognise, find and name $\frac{1}{2}$ of a quantity
- Compare, describe and solve practical problems involving length and height
- Compare, describe and solve practical problems involving mass/weight
- Compare, describe and solve practical problems involving volume and capacity
- Compare, describe and solve practical problems involving time
- Tell the time to the hour (o'clock) and half past
- Draw the hands on a clock face to show times on the hour (o'clock) and half past
- Recognise and name common 2D shapes, including rectangles, squares, circles and triangles
- Recognise and name common 3D shapes, including cuboids, cubes, pyramids and spheres

