

Reading

Word Reading

- Read aloud some words quickly and accurately without overt sounding and blending
- Reading accurately by blending sounds in unfamiliar words
- Match all 40+ graphemes to their phonemes, including alternative graphemes
- Read words that end with -s, -es, -ing, -est, -ed, -er
- Read words of more than one syllable, containing the taught GPCs
- Re-read to make sense of text
- Read securely at Phase 5 Green Book Band Level
- Recognise: capital letters, full stops, question marks, exclamation marks, ellipsis

Comprehension

- Retell simple stories
- Talk about events within stories
- Make predictions based on what they have read
- Discuss thoughts about characters and the story
- Draw inferences from the text and/or illustrations and cover
- Know the difference between fiction and non-fiction
- Have passed the End of Y1 Phonics screening check

Mathematics

- I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- I can count in multiples of twos, fives and tens.
- I can, given a number, identify one more and one less.
- I can count, read and write numbers to 100 in numerals.
- I can represent and use number bonds and related subtraction facts within 20.
- I can add and subtract one-digit and two-digit numbers to 20, including zero.
- I can 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.
- I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- I can 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, half, half full, quarter)
 - time (for example, quicker, slower, earlier, later).
- I can tell the time to the hour and draw the hands on a clock face to show these times.
- I can tell the time to half past the hour and draw the hands on a clock face to show these times.
- I can recognise and know the value of different denominations of coins and notes
- I can recognise and name common 2-D (for example, rectangles (including squares), circles and triangles).
- I can recognise and name common 3-D shapes (for example, cuboids 8.5

Writing

- Communicate meaning through simply structured sentences
- Write a sequence of single clause sentences to form a short narrative
- Begin to use past and present tense with some consistency
- Begin to use some expanded noun phrases to add detail
- Join ideas and sentences using the conjunctions 'and' and 'because'
- Use suffixes 's' 'es' 'ed' 'ing'.
- Introduce use of:
 - capital letters to start sentences and for the personal pronoun 'I'
 - full stops
 - question marks
 - exclamation marks
- Form lower case letters in the correct direction, starting and finishing in the right place
- Begin to show evidence of using leading lines in handwriting
- Uses appropriate spacing between words
- Letters sit correctly on lines
- Uses the correct spelling of some high frequency words, including Year 1 common exception words
- Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly

Science

- Point out some of the differences between different animals.
- Classify common animals (birds, fish, amphibians, reptiles, mammals).
- Name the parts of the human body that they can see and say which part of the body is linked with each sense.
- Classify animals by what they eat (carnivore, herbivore, omnivore).
- Name the petals, stem, leaf and root of a plant.
- Identify and name a range of common wild and garden plants and trees plants including deciduous and evergreen trees.
- Sort some animals by body covering, for example, scales, fur and skin.
- Describe materials using senses, using specific scientific words.
- Explain what material objects are made from.
- Explain why a material might be useful for a specific job.
- Name some different materials including wood, plastic, glass, metal, water and rock.
- Sort materials into groups by a given criteria.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons. and how day length varies.



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 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.



Better never stops...