

End of Year Expectations for Year 1

The aim of this leaflet is to explain the Teacher Assessments contained in your child's End of Year Report.



For Reading, Writing and Maths the Teacher Assessment statements are:

- ★ Working **AT** the Expected Standard ~ this means your child has met **all** the expectations for the subject.
- ★ Working **TOWARDS** the Expected Standard ~ this means your child is meeting **some** of the expectations for the subject.
- ★ Working **AT GREATER DEPTH WITHIN** the Expected Standard ~ this means your child has met the expectations for the subject and can confidently apply them independently across the curriculum. This is known as mastery.

Reading

Word Reading

- ✓ Apply phonic knowledge to decode words
- ✓ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds
- ✓ Read accurately by blending sounds in unfamiliar words containing sounds taught
- ✓ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school
- ✓ Read words with the endings -s, -es, -ing, -ed and -est
- ✓ Read words of more than one syllable which contain sounds known
- ✓ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters
- ✓ Read some phonically-decodable books, closely matched to phonic knowledge
- ✓ Use sounds learnt to re-read books more fluently and with more confidence

Reading Comprehension

- ✓ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- ✓ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- ✓ Link what they read to their own experiences.
- ✓ Recognise and join in with predictable phrases in poems and stories.
- ✓ Appreciate some rhymes and poems; recite some by heart.
- ✓ Discuss the meanings of new words, linking them to words already known.
- ✓ Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- ✓ Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- ✓ Talk about the significance of the title and events.
- ✓ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- ✓ Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- ✓ Participate in discussion about what is read to them, taking turns and listening to others.
- ✓ Explain clearly their understanding of what is read to them.

Writing

Spelling

- ✓ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- ✓ Spell most common exception words
- ✓ Spell the days of the week
- ✓ Name the letters of the alphabet in order
- ✓ Use letter names to distinguish between alternative spellings of the same sound
- ✓ Add suffixes s and es to words as the plural maker for nouns (e.g. cats, witches) and the third person singular for verbs (e.g. catches)
- ✓ Spell words using the prefix un - e.g. unhappy
- ✓ Add suffixes -ing, -ed, -er and -est where no change is made to the root word
- ✓ Able to apply simple spelling rules
- ✓ Write from memory, simple dictated sentences containing words taught so far

Composition

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

Grammar, Vocabulary and Punctuation

- ✓ Can use spaces between words
- ✓ Can use 'and' to join words and clauses
- ✓ Begins to punctuate sentences using a capital letter and full stop, question mark or exclamation mark
- ✓ Uses a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'
- ✓ Write sentences or sentence-like structures which can be clearly understood
- ✓ Understands grammatical terminology such as letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark

Handwriting

- ✓ Able to 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
- ✓ To write capital letters
- ✓ To write digits 0 – 9
- ✓ Understand which letters belong to which handwriting families

Mathematics

Number and Place Value

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

Fractions

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

Addition and Subtraction

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

Multiplication and Division

- ✓ 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.

Mathematics

Geometry - Position and Direction

- ✓ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Geometry - Properties of Shapes

- ✓ 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].

Measures

- ✓ 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].
- ✓ Measure and begin to record the following:
 - lengths and heights.
 - mass/weight.
 - capacity and volume.
 - time (hours, minutes, seconds).
- ✓ Recognise and know the value of different denominations of coins and notes.
- ✓ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- ✓ Recognise and use language relating to dates, including days of the week, weeks, months and years.
- ✓ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.