



## End of Year 1 Expectations for English

### Spoken Language

Speaking	<p>Stay within the main topic when engaged in collaborative talk</p> <p>Speak appropriately to others in different contexts</p> <p>Speak clearly and confidently in front of others</p>
Listening	<p>Show careful listening skills in class discussions</p> <p>Ask relevant questions to extend understanding and knowledge</p>

### Reading

Word recognition	<p>Match graphemes (written sounds) to their phonemes (auditory sounds) to the end of Phase 5</p> <p>Blend sounds in unfamiliar words to read phonically decodable texts</p> <p>Read words with contractions, understanding the apostrophe represents omitted letters</p> <p>Read common exception words (not phonically decodable) – appropriate to Year 1</p>
Comprehension	<p>Check that the text makes sense to them as they read and correct miscues</p> <p>Make predictions based on the events in the text</p> <p>Understand and talk about the main characteristics within a known story</p> <p>Begin to draw inferences from the text and illustrations</p>

### Writing

<b>Technical Skills</b>	Spelling	<ul style="list-style-type: none"> <li>• Spell most HFW and Year 1 common exception words correctly</li> <li>• Spell most words correctly, using the Year 1 rules.</li> </ul>
	Grammar and Punctuation	<p>Use sentences in statement and question form.</p> <p>Begin to use past and present tenses more consistently</p> <p>Begin to use coordination e.g. and</p> <p>Begin to use subordination e.g. because</p> <p>Use mostly correctly capital letters at the start of sentences, a full stop at the end of a sentence, question marks and a capital letter for personal pronoun I</p> <p>Make some use of exclamation marks and capital letters for proper nouns</p>
	Handwriting	<p>Form lower case letters with the correct orientation, starting and finishing in the right place (moving towards joining when appropriate)</p> <p>Maintain fluency and speed at an age appropriate level</p>
	Proof reading and editing	Proof-read and edit own work in line appropriate expectations for grammar and spelling
<b>Application within writing</b>	Purpose and Organisation	A series of sentences that should make sense, with some moving beyond simple structures (e.g. beginning to use compound sentences joined with 'and' or 'because')
	Composition and effect	Begin to use some expanded noun phrases (with adjectives) e.g. the old man, the comfy chair

## End of Year 1 Expectations for Maths

<b>Arithmetic</b>	Number and Place Value	<p>Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number</p> <p>Read and write numbers to 100 in numerals</p> <p>Identify one more and one less for any given number to 100</p> <p>Identify and represent numbers using objects and pictorial representations</p> <p>Use the language of: equal to, more than, less than (fewer), most and least</p>
	Addition and Subtraction	<p>Use number bonds and related addition and subtraction facts up to 20</p> <p>Add and subtract a multiple of 10 to and from a 1 or 2-digit number</p> <p>Add and subtract one-digit and two-digit numbers to 20 to any 1 or 2 digit number, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>
	Multiplication and Division	<p>Count in multiples of twos, fives and tens and relate to multiplication and division</p> <p>Begin to make links between repeated addition and multiplication tables</p>
	Fractions	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>
Measurement	<p>Compare and measure simple length/ height (m or cm), mass (g or kg) and capacity (l)</p> <p>Compare units of time (h or min or sec) and tell the time to the hour and half hour</p> <p>Recognise and use language relating to dates (days of the week/weeks/months/years)</p> <p>Recognise and know the value of different coins &amp; notes</p>	
Geometry	<p>Name common 2D and 3D shapes</p> <p>Describe position, direction and movement using: left/right, up/down, top/middle, bottom, front/behind/around/near/far/inside/outside</p> <p>Use language for half/quarter/three-quarter and full turns</p>	
Reasoning skills and application of number	<p>Solve problems by applying mathematical knowledge and justify a solution</p>	



# ***Understanding Your Child's School Report***

## **End of Year Expectations**

### **Year 1**



Your child's report gives you information about your child's attainment and effort in each key aspect of the curriculum.

This leaflet is designed to help you to understand the age-appropriate expectations for your child in maths and English.

For example, if your child's report shows strength in overall composition and effect of their writing, but their spelling is a weakness, the accompanying sheet will show what your child should be able to do in spelling, and guide you towards aspects that you could reinforce or practise at home.

In all other subjects, your child's overall attainment and effort will be reported. Details of the curriculum covered by your child this year can be found on our VLE.