

End of Year Expectations for Year 1.



Nineland Primary School

[www.nineland-school.co.uk](http://www.nineland-school.co.uk)

What will my child learn in Year 1....

English

Reading—word reading

Children will:

- apply phonic knowledge and skills to help them read familiar and unfamiliar words;
- respond speedily to the 40+ sounds learned throughout Reception and Year 1, including where applicable, alternative sounds for graphemes. For example the grapheme 'oo' can be a long vowel sound such as in 'loo' and 'moo' but also a short vowel sound, such as in 'book' and 'look';
- read common exception /tricky words (see below);
- read accurately by sounding out and blending back together unfamiliar words;
- read words with contractions, such as I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s);
- read aloud, accurately books that are consistent with their individual developing phonic knowledge;
- re-read these books to build up their fluency and confidence in word reading.



the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	Your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

## Reading – comprehension

### Children will:

- show that they understand what they are reading, or listening to by answering and
- asking questions;
- be exposed to a range of books to support them in becoming more confident with comprehension - that they can read and will have read to them (above their current reading level);
- be encouraged to make predictions about whether the book is fiction (story), non-fiction (information) or poetry based on the front cover or what has been read so far;
- work on using inference skills to aid their understanding of what they are reading. Inference involves using the clues in the story or picture to make a good guess;
- also become very familiar with fairy stories (Cinderella) and traditional tales (The Three Little Pigs), retelling them in their own words or maybe acting them out. They will understand that these types of stories have special features such as characters (good and bad) and story structure (opening, problem, resolution and happy ending);
- be encouraged to use the language and structures from various texts they have read in their own writing such as 'Once upon a time'..., 'In a land far away'..., ...'and they lived happily ever after';
- learn rhymes and poems off by heart and also say whether or not they like them, giving reasons why.



### **Writing - Writing and Spelling**

#### **Children will:**

- learn to spell phonically regular and common exception words;
- be able to say and write out the alphabet and use letter names;
- add endings to verbs and adjectives such as: -ing, -ed, -er and -est;
- learn spelling rules for adding suffixes such as –s and –es to the ends of words and the prefix –un to the start of a word;
- be able to write simple sentences dictated by the teacher which contain the common exception words and the phonemes (sounds) learned so far.

### **Writing - Handwriting**

#### **Children will:**

- sit 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;
- form digits 0-9.

### **Writing – Composition**

#### **Children will:**

- say out loud what they are going to write about, composing their sentence orally before putting pencil to paper;
- sequence sentences to form short narratives;
- re-read their writing to check that it makes sense.

### **Writing – Vocabulary, Grammar and Punctuation**

#### **Children will:**

- learn how to use joining words such as ‘and’, ‘but’ and ‘because’, linking two ideas together to make their sentences longer;
- be reminded to use capital letters for names (including places, days of the week and months of the year), in order to punctuate the beginning of a sentence and when writing about themselves, using ‘I’;
- use other punctuation such as full stops, question marks (?) and exclamation marks (!);
- leave finger spaces between words.

## Mathematics

### Number – Number and Place Value

#### Children will:

- be ready to learn how to count to 100 both forwards and backwards from any given number;
- learn how to read and write numbers to 100 in digits;
- count in steps of 2, 5 and 10;
- say the number that is one more or less ;
- become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most;
- also start writing number words to 20 and order numbers using vocabulary such as first, second, third etc.



### Number – Addition and Subtraction

#### Children will:

- be taught to recognise the following symbols: +, - and =;
- learn their number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g.  $4 + 6 = 10$ ,  $10 - 6 = 4$ ,  $14 + 6 = 20$  and  $20 - 6 = 14$ ) and will help your child to calculate quickly;
- add and subtract one digit and two digit numbers to 20, including as part of solving simple problems;
- solve missing number problems to see if they can apply their knowledge of number bonds, e.g.  $20 - ? = 8$  or  $3 + ? = 10$ ;
- be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, difference between (-), distance between (-), less than (-) and more than (+). This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

### **Number – multiplication and division**

#### **Children will:**

- use objects, pictorial representations and arrays to learn about what multiplication actually is;
- begin to double small numbers and quantities;
- look out for number patterns in the 2, 5 and 10 times tables, e.g. all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0;
- practise sharing and grouping small quantities.

### **Number – fractions**

#### **Children will:**

- learn to recognise and name one half of objects, shapes or numbers, understanding that this is one of two equal parts. This will be extended to a quarter (one of four equal parts).



### **Measurement**

#### **Children will:**

- review and recap on the vocabulary tall/short, double/half, long/short and longer/shorter in order to compare and describe lengths and heights;
- learn the following vocabulary related to mass (also known as weight): heavy/light, lighter than, heavier than, using weighing scales to make comparisons and capacity (also known as volume): full/empty, half, half full, quarter full, more than, less than, using a variety of different containers;
- also learn the language around time—slower, quicker, earlier and later;

- know what the various coins and notes are and their values;
- also practise correctly sequencing events using vocabulary such as yesterday, tomorrow, morning, afternoon, evening, before, after, next, first and today;
- learn and sequence the days of the week and months of the year;
- work on time in order to build their confidence with telling the time to the nearest hour and half hour.



### **Geometry – Shape**

#### **Children will:**

- be familiar with some shape names by the time they enter Year 1 however we will check they are secure in their understand that 2D shapes are flat, whereas 3D shapes are solid;
- be exposed to all the different 2D and 3D shape names, looking for these
- in their environment and labelling them;

### **Geometry – Position**

#### **Children will:**

- describe position, directions and movement, including whole, half and three quarter turns.