

Lever House Primary School

End of Year Expectations for Year 1



This document provides information for Parents and Carers on the end of year expectations for children in Year 1.

The English statements in this booklet have been identified as 'Key Learning Indicators of Performance' as these have the greatest impact on the further development of skills and subsequent learning. The Maths statements are taken from White Rose Maths - additional resources are available online and via links on our Maths page (leverhouse.net click the curriculum tab)

They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

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.

English

Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.
- Read accurately by blending sounds in unfamiliar words.
- Make personal reading choices and explain reasons for choices.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Make predictions based on what has been read so far.
- Listen to what others say

Read/respond questions are available on request

Writing

- Say, and hold in memory whilst writing, simple sentences which make sense.
- Write simple sentences that can be read by themselves and others.
- Separate words with spaces.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Sequence ideas and events in narrative.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Read aloud their writing audibly to adults and peers.
- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Hold a pencil with an effective grip.
- Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.

Oracy

- Listen and maintain attention to an adult in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. Listen and maintain attention to peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities.
- Respond appropriately to adults and peers after listening attentively.
- Respond appropriately to questions posed by an adult, orally, related to *who, what, where, when, why* and *how*, e.g. *Where does the character live in the story?*
- Ask questions to clarify thinking using *who, what, where, when, why* and *how*.
- Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class.
- Provide simple oral explanations, e.g. explaining a simple process using the joining word *because*.
- Speak audibly when communicating with others in pairs and small groups and speak in complete sentences linked to the context.
- Use past, present and future tense, orally, e.g. past tense when recounting an event, present tense when working in role, and future tense when making a prediction.
- Use joining words during talk to extend ideas, e.g. *and, but, or, because, so*.
- Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. *small world figures, props, images, actions and story maps*.
- Participate in role in English and across the curriculum, e.g. take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.

- Take part in imaginative role play, e.g. linked to familiar contexts in role play areas, by using small world props and figures, or miming events.
- Recite rhymes and poems by heart and perform to an audience, e.g. *different groups or another class*.
- Present simple information to an audience and read and perform stories using a voice with an appropriate volume, e.g. *a child's own story*.

Mathematics

Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Identify and represent numbers using objects and pictorial representations.
- Read and write numbers to 100 in numerals.
- Read and write numbers from 1 to 20 in numerals and words.
- Given a number, identify one more and one less.

Addition and Subtraction

- Add and subtract one-digit and two digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

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.

Fractions, Decimals and Percentages

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measures (Includes money and Time)

- Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time.
- 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.

Geometry

- Recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles].
- Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.