

College Town Primary School



End of Year Expectations for Year 1

This booklet provides information for parents and carers about the end of year expectations for children in our school.

Meeting these objectives will help your child to make good progress as they move through the school. 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 valued greatly.

If you have any questions about the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Mathematics

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers to 100 in numerals.
- Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30).
- Use the language of: equal to, more than, less than (fewer), most, least.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).
- Recall and use doubles of all numbers to 10 and corresponding halves.
- 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.
- Understand that a fraction can describe part of a whole.
- Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure).
- Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.
- 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).
- 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.
- Recognise and know the value of different denominations of coins and notes.
- Sort objects, numbers and shapes to a given criterion and their own.

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.

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 and correctly orientated*.