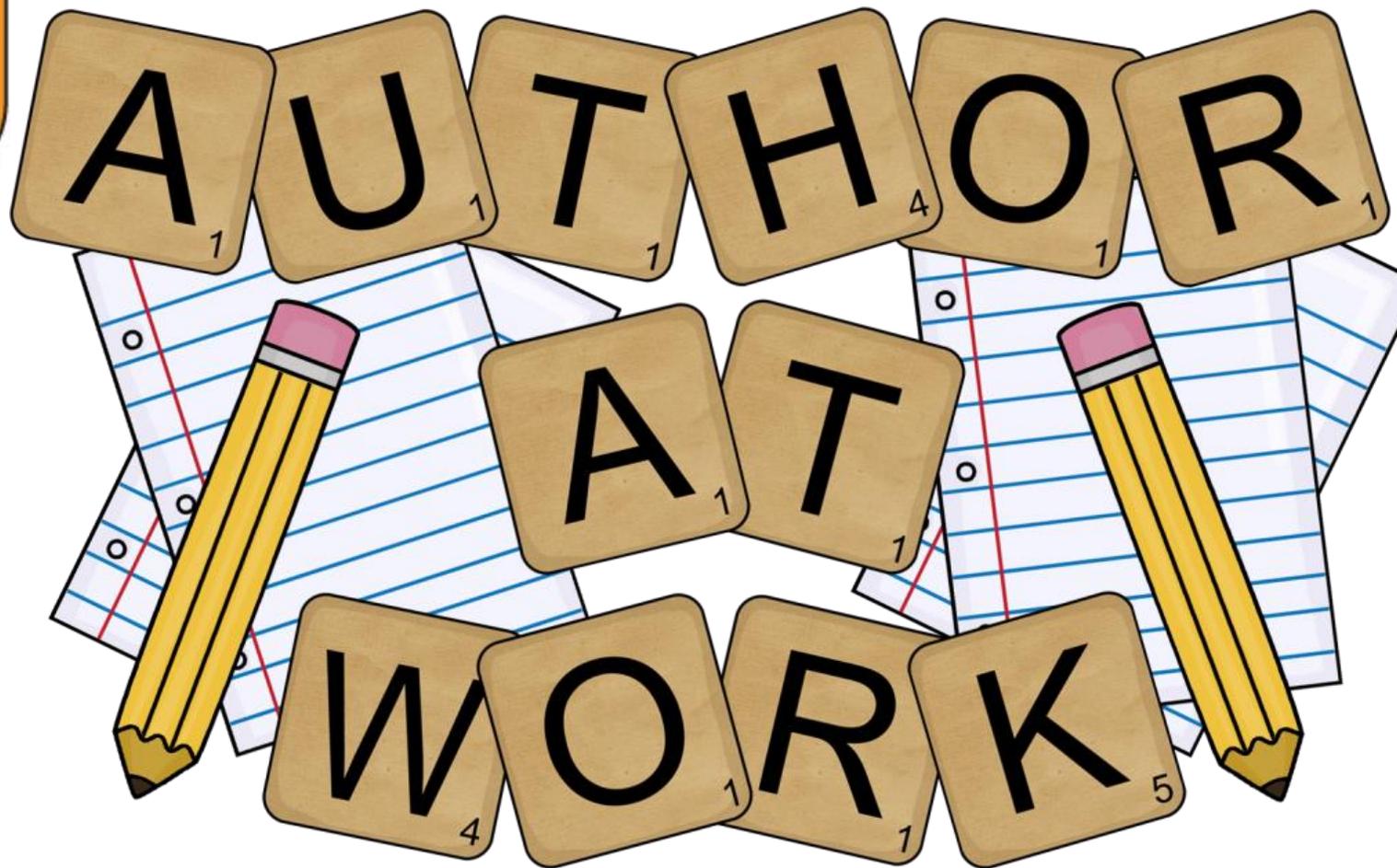
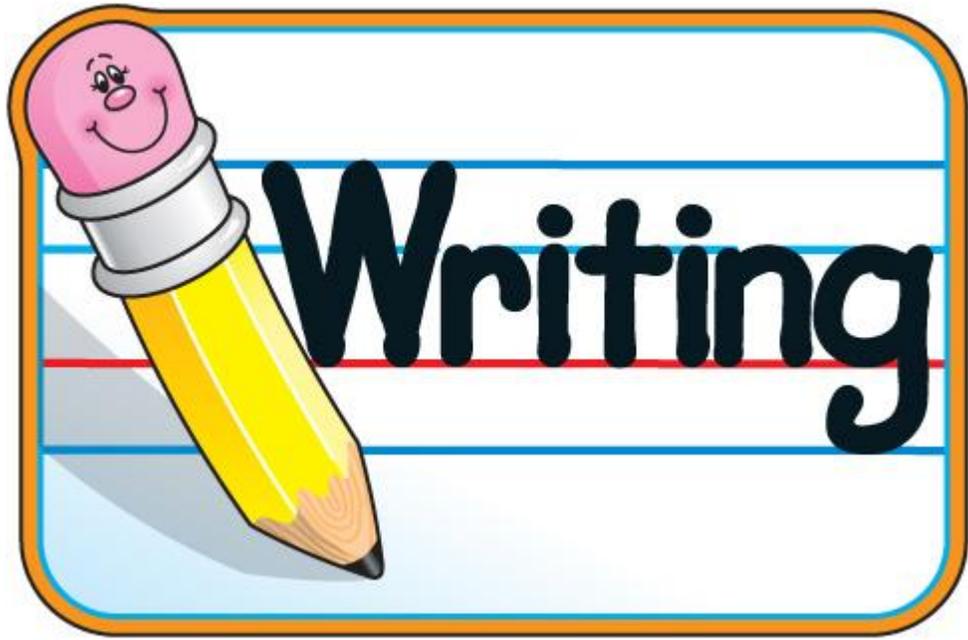
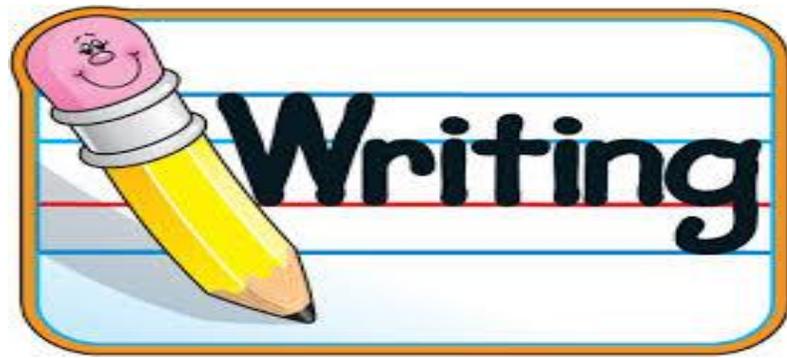


Expectations for children in Year 1 and 2







In writing the objectives are broken down into...

- Spelling- year 1/2 common exception words
- Handwriting
- Composition
- Vocabulary, grammar and punctuation
- Spoken

Some examples of Writing goals...

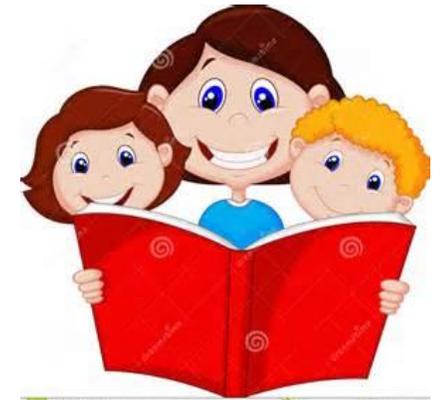
Year 1	Year 2
Use the prefix un-	Carry on using the prefix learnt in year 1 and spell by learning the possessive apostrophe (singular) e.g. the girl's book
Use the suffixes -s, -es, -ing, -est, -er and -ed	Use the suffixes -ment, -ness, -ful, -less, and -ly
Use joining words and join clauses using and.	Use subordination (using when, if, that, because) and co-ordination (using or, and, but).
Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.	Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.

How do the children meet expected standard?

- Children need to meet all of the writing goals to be at the 'expected' standard at the end of the year.
- If they don't quite manage to achieve them all they will be 'working towards the expected standard'.
- If they go beyond the expected standards they will be 'working at greater depth'.

READING





'Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.'



What does your child need to be able to do in reading?

- Reading sheets - expectations
- Questioning - comprehension
- Reading at home

Some examples of Reading goals...

Year 1	Year 2
Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
Discuss the significance of the title and events.	Discuss the sequence of events in books and how items of information are related.
Explain clearly his/her understanding of what is read to him/her.	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0

= M + A T H

√ x ÷



- Times tables and divisions

year 1 - 2, 5, 10

year 2 - 2, 5, 10 and 3

Basic skills - recalling number bonds, addition, subtraction, multiplication and division

- Year 1/2 objectives
- Number homework and times tables tests.

Some examples of Maths goals...

Year 1	Year 2
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.
Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition & subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.
Recognise, find and name a half /a quarter as one of two/four equal parts of an object, shape or quantity.	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Homework.

Class 1- Spellings for a spelling test on the following Thursday.
Number homework and writing homework to be handed in on a
Wednesday.

Class 2-Spellings for a spelling test on the following Friday.
Number and times table homework to be handed in the following
Friday.

Times table tests completed on the following Friday.
Writing homework to be handed in the following Friday.

Reading- reading records- questioning.

How can you support your child at home?

- Talk to them about school. (If they will!)
- Read reading books on a daily basis where possible.
- Talk about homework and ask them to explain what they are doing.
- Ask them to write for different purposes at home; shopping lists, cards, letters to family members.
- Play online games - phonics play, topmarks
- Write for fun, about anything they like and read it together, are they using correct punctuation? Spellings? Finger spaces?

Reminders -

- Water bottles
- Book bags
- Earrings and jewellery
- Reading books
- Homework returned on time