

# End of year expectation for Year 1



This page provides information for parents and carers on the end of year expectations for children at St Barnabas.

The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

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.

## Reading

*I can read words by breaking them down into sounds.*

*I quickly read my given letters or groups of letters.*

*I read new words by blending letter sounds together.*

*I can read some unusual words.*

*I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.*

*I can correctly read the longer words in my word list.*

*I can read words that contain missing letters such as I'm, I'll, and we'll.*

*I correctly read aloud the words from my book.*

*I re-read my books so that I become a better reader.*

*I listen and discuss what I have read, including poems, stories and non-fiction books.*

*When I read, I can tell you of similar things that have happened to me.*

*I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.*

*I like to join in with the class at special times of a story when the teacher is telling certain stories.*

*I have learned some rhymes or poems.*

*I discuss what words mean.*

*I understand the books I can read.*

*I check what I am reading makes sense as I am reading through it.*

*I discuss the titles and events from the books I read.*

*I can tell you about why a character does or says some things.*

*I like to predict what happens next based on what I have read so far.*

*I take turns to listen and discuss when I am in a group.*

I can explain what has happened in the story someone has just read to me.

## Writing

I can spell my word list accurately.

I can spell some unusual words correctly.

I can spell the days of the week.

I know the names of all the letters of the alphabet in order.

I know some sounds can be spelled in different ways using different letters.

I use word endings such as -s and -es to change a word to mean more than one.

I know how to add un- at the beginning of a word to create a new word.

I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.

I can spell the words correctly in my Year 1 spelling list.

I can write out a sentence told to me by my teacher.

When writing, I sit and hold a pencil correctly.

I can write some of my letters correctly, starting and finishing in the right place.

I can write some capital letters.

I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.

I can tell you how some letters are similar and can be put into groups.

Before I write a sentence, I can say out loud what I am going to write.

I can think of and say a sentence before I write it.

I can write a text by thinking of a list of sentences in the order I need.

I check my sentences make sense by re-reading them.

I can discuss what I have written with the teacher or my friends.

I can read aloud my own writing so my friends and the teacher can hear me.

When I write, I leave spaces between my words.

I can add together two sentences using 'and'.

I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.

I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.

I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.

I can add endings such as -ing and -ed to words to make new words.

*I understand how adding un to the beginning of some words changes the word to mean the opposite.*

*I know that words can be put together to build sentences.*

*I can use the grammar rules set out in my grammar list.*

### **Spoken Language**

*I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 1.*

*I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 1.*

*I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 1.*

*I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 1.*

*I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 1.*

*I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 1.*

*I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 1.*

*I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 1.*

*I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 1.*

*I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 1.*

*I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 1.*

*I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 1.*

## Mathematics

I can count up and down from 0 to 100 and more.

I can count, read and write numbers up to 100.

I can count in 2 or 5 or 10.

When you show me a number, I can tell you what is one more and one less.

I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.

I read and write numbers from 1 to 20 in numbers and words.

I know and can use the maths symbols + - and = in a number sentence.

I know my number bond facts to 20 - such as  $1+5 = 6$  and  $5 = 6 - 1$ .

I add and subtract numbers up to 20 - such as  $5+5$  or  $12-8$ .

I can solve some number problems such as  $7 = ? - 9$ .

I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.

I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.

I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.

I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.

When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.

When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.

I can answer questions about time, such as Who is quicker? or What is earlier?

I can measure the length or height of something and write down what measure.

I can measure how heavy an object is and write down what I find.

I can measure the capacity of jugs of water and write down what I measure.

I can measure how long something takes to happen - such as how long it takes me to run around the playground.

I know that coins have different values - such as 2p, 5p, 10p and 50p.

I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.

I can tell the time and draw hands on a clock for to the hour and half past the hour

times.

I can name common 2-D shapes such as rectangles, squares, circles and triangles.

I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.

I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.

## Science

I can ask simple questions.

I can use simple equipment to look very closely at things.

I can test things in simple ways.

I can group similar objects of items together.

I answer questions in science by thinking about what I have seen.

I can find information which helps me when I have to answer questions.

I can name some plants that I often see in the garden and countryside as well as some trees that drop their leaves and some that don't.

I understand the inside of some plants and trees and how they grow which I can explain to others.

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

I know the names of animals I often see which eat meat, others that eat vegetables and some that eat both.

I can describe the different shape and form of a number of animals that I often see including my pets.

I know the parts of the human body, can draw a picture of it and name the parts. I know which part of the body lets me hear, taste and smell.

I know that the name of an object and name the material it is made from will be different.

I know the name of some materials I see everyday, including wood, plastic, glass, metal, water, and rock.

I can describe the simple physical properties of a variety of everyday materials.

I can compare the simple physical properties of a variety of everyday materials and group similar ones together.

I notice and can describe the changes that happen from Spring to Summer to Autumn and into Winter.

I know what weather we might find in spring, summer, autumn and winter and I know winter days are shorter than summer days.