



Howbridge Infant School



## **Year 1 End of Year National Expectations**

This booklet contains information about what is expected of children in Year 1, and the expected level we are working towards for the end of the year. These are the current national expectations of attainment by the end of Year 1. These objectives are from the National Curriculum and are introduced and revisited throughout the year in a variety of contexts. We will keep you up to date regularly with the progress that your child is making towards the targets we have set.

Please remember not all children will reach the same point by the end of the year so what is most important is the amount of progress your child makes during the year in order to reach their potential.

*Year One 2018-19*

## Reading – Word Reading

Pupils should be able to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing a range of phonemes and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught phonemes
- read words with contractions [for example, 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 developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

## Reading – Comprehension

Pupils should be able to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught phonemes and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught phonemes
- read words with contractions [for example, 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 developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

## Examples of Age Related Expectations at the end of Year1 for Reading.

These are Year 1 Common Exception Words. Children are expected to read these words fluently, and spell them correctly in their writing.

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

In June 2019 all Year 1 children will complete the National Phonics Screening Check. The expectation is to segment and blend at least 32 out of the 40 words. These are examples of the type of words that the children will read in the check. The words are a mixture of real and pseudo words (fake) words.

jash



clend



trunk

quib



braits



groups

coid



scrug



straw

quass



splue



scribe



First, the penguins went to see Marlene the otter. They made a big mess of leaves on the way. "We want to do a good deed, Marlene!" they said.

4



"Okay, you can clear up the mess you've just made," said Marlene crossly.

5



## A Tricky Hunter

Some animals use colour to trick other animals.

### Tiger

The tiger has orange fur with black stripes.

The tiger uses **camouflage** (say: *cam-oh-flayj*) to help it hunt. Its colour helps it to hide in long grass. Other animals cannot see it coming!



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# Writing

**Spelling** – Pupils should be able to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using phonemes and common exception words taught so far

**Handwriting** - Pupils should be able to:

- sit correctly 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
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

**Composition** - Pupils should be able to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

## Vocabulary, Grammar and Punctuation –

Pupils should be able to:

Develop their understanding of the concepts set out in English Appendix 2 (see below) by:

- leaving spaces between words
- joining words and joining clauses using *and*
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for Year 1 in English Appendix 2
- use grammatical terminology in English Appendix 2 in discussing their writing.

## English Appendix 2 –

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

# Examples of age related expectations at the end of Year 1 for Writing.

## Handwriting

### Plants

Did you know that some plants grow very fast? Have you ever wondered how seeds turn into plants? read this text to find out more.

By the end of Year 1 we expect children to be forming all letters correctly at the correct size. To be working at greater depth children are expected to be joining letters.

## Spelling, composition, vocabulary, grammar and punctuation

Suddenly Jake saw that a big huge scary bonsai monster. The bonsai monster was chasing Jake. Jake was scared he didn't know what to do. When Jake was running he found a tree he cut it down.

Spot was **barking** and Dad was cross. Spot was **barking** at a cat stuck in the tree. Jo **climbed** up the tree to get the cat **off** the **branch**. But then Jo's **t-shirt** got stuck on a twig. Help **shouted** Jo I will get **you** down said Dad. He **crawled** on the **branch** and **helped** Jo and the cat. That cat is a good **jumper** at **going** up but not at **going** down said Jo.

# Maths

## Number – Number and Place Value

Pupils should be able to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

## Number – Addition and Subtraction

Pupils should be able to:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- 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  $7 = \square - 9$ .

## Number – Multiplication and Division

Pupils should be able to:

- 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.

## Number – Fractions

Pupils should be able to:

- 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.

## **Measurement**

Pupils should be able to:

- 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]
- 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 – Properties of Shape**

Pupils should be able to:

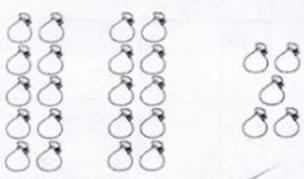
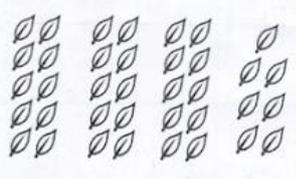
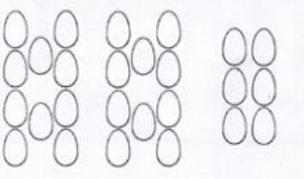
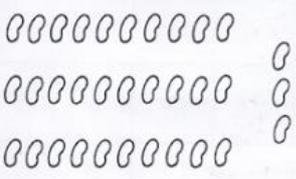
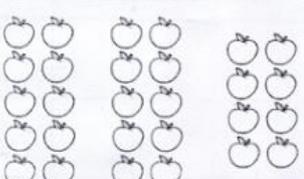
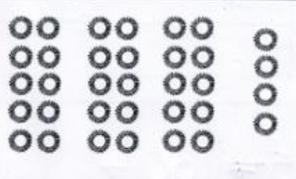
- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

## **Geometry – Position and Direction**

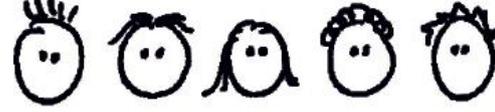
Pupils should be able to:

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

# Examples of age related expectations at the end of Year 1 for Maths.

 $20 + 5 = \boxed{25}$	 $30 + 7 = \boxed{37}$
 $20 + \boxed{6} = 26$	 $33 = 30 + \boxed{3}$
 $28 = 8 + \boxed{20}$	 $\boxed{30} + 4 = 34$

How many eyes do 5 children have?



- $2 + 2 + 2 + 2 + 2 = \boxed{10}$

1. You have 20 sweets.



How many sweets will each child have if you share them equally between...

2 children 10

5 children 4

10 children 2

63 is more than 36  
 95 is more than 81  
 47 is more than 29

