

## Reading

- Blend sounds in unfamiliar words;
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset;
- Read compound words, for example, football, playground, farmyard, bedroom;
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s);
- Read phonically decodable texts with confidence;
- Read words containing 's, es, ing, ed, er, est' endings;
- Read words which have the prefix -un added;
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word;
- Read words of more than one syllable using their phonics' knowledge;
- Know all the sounds in Phase 2,3,4,and 5 in Letters and Sounds;
- Say what they like or dislike about a text;
- Link what they read or hear read to their own experiences ;
- Retell key stories orally using story language;
- Understand and talk about the main characteristics within a known key story;
- Learn some poems and rhymes by heart;
- Use prior knowledge, context and vocabulary provided to understand texts;
- Check that the text makes sense to them as they read and correct miscues;
- Begin to draw inferences from the text and/or the illustrations;
- Make predictions based on the events in the text;
- Explain what they understand about a text.



## Writing

- Sit correctly at a table, holding a pencil comfortably and correctly;
- Form lower case letters in the correct direction, starting and finishing in the right place;
- Form capital letters and the digits 0-9 ;
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practice these;
- Use their phonics skills to help them write unfamiliar words;
- Use syllables to divide words when spelling;
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling;
- Use the spelling rule for adding s or es for verbs in 3rd person singular;
- Name the letters of the alphabet in order;
- Use letter names to show alternative spellings of sounds eg read or reed;
- Compose a sentence orally before writing it;
- Sequence sentences to form short narratives;
- Sequence sentences in chronological order to recount an event or an experience;
- Re-read what they have written to check that it makes sense;
- Leave spaces between words;
- Punctuate all sentences using a capital letter and a full stop, question mark or exclamation mark;
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words;
- Use the suffixes: s, es, ed, er and ing within their writing.



# Deighton Gates Primary School



## Mathematics

- Count reliably to 100;
- Count on and back in 1s, 2s, 5s, and 10s from any given number to 100;
- Write all numbers in words to 20;
- Say the number that is one more or one less than a number to 100;
- Recall all pairs of additions and subtractions number bonds to 20;
- Add and subtract 1-digit and 2-digit numbers to 20, including zero;
- Know the signs (+); (-) and (=);
- Solve a missing number problem, such as:  $5 = 8 - ?$
- Solve a one-step problem involving an addition and subtraction, using practical and visual resources to help;
- Solve a one-step problem involving a multiplication and division, using practical and visual resources to help;
- Recognise all coins: £1; 50p; 20p; 10p; and 1p;
- Recognise and name the 2D shapes: circle; triangle; square and oblong;
- Recognise and name the 3D shapes: cube; sphere; cuboid
- Name the days of the week and months of the year
- Tell the time to 'o'clock' and half past the hour

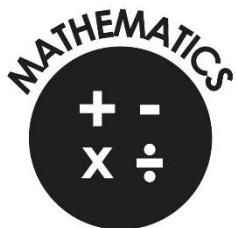
## End-of-Year Expectations for Year 1

This booklet provides information for parents and carers about the end-of-year expectations for children in our school based on the requirements of the National Curriculum. These are the objectives children need to achieve by the end of the year, in order to be ready to progress onto the learning for the following year and to ensure continued progress.

The objectives will be worked on throughout the year and will be the focus of teaching and learning. Any support you can provide in helping your child to achieve these would be of value.

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.

Every effort is made to aid pupils with Special Educational Needs in working towards end-of-year expectations. These pupils also have specific objectives relating to their next-steps.



Wharfe Valley Learning Partnership