

Reading

- Read the key words from List 1 with ease
- Apply phonemes in phases 1 – 5 (sounding out)
- Identify which words appear again and again
- Recognise and join in with predictable phrases
- Relate reading to own experiences
- Re-read if reading does not make sense
- Re-tell stories with considerable accuracy
- Discuss significance of title and events
- Make predictions on basis of what has been read
- Make inferences on basis of what is being said and done (reading between the lines)
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question
- Recognise:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
 - ellipsis
- Know why the writer has used the above punctuation in a text
- Know difference between fiction and non-fiction texts

Writing

- Write clearly demarcated sentences
- Begin to use:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use 'and' to join ideas
- Use conjunctions to extend sentences (e.g. so, but)
- Use standard forms of verbs, e.g. go/went
- Use capital letters for names and personal pronoun 'I'
- Write a sequence of sentences on the same idea
- Use correct formation of lower case – starting and finishing in right place
- Use correct formation of capital letters
- Use correct formation of digits



Mathematics

Number and place value

- Count within 100, forwards and backwards, starting with any number.
- Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$

Number facts

- Develop fluency in addition and subtraction facts within 10.
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

Addition and subtraction

- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- Read, write and interpret equations containing addition ($+$), subtraction ($-$) and equals ($=$) symbols, and relate additive expressions and equations to real-life contexts.

Geometry

- Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

Lower Halstow and Newington CEP Schools Federation



End of Year Expectations for Year 1

This booklet provides information for parents and carers on the end of year expectations for children in school. The staff have identified these expectations as being the minimum requirements your child must meet in order to give them the best start the following year and make sure they keep up with their peers.

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 will be greatly valued and will make all the difference.

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.

