

## Reading

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.



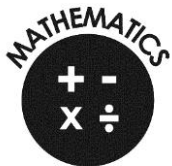
## Writing

- Writing
- Spell: Words containing each of the 40+ phonemes already taught.
- Common exception words.
- The days of the week.
- 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 –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Using the prefix ‘un’.
- Write sentences by:
- Saying out loud what they are going to write about.
- Re-reading what they have written to check that it makes sense.
- Children will begin to:
- Punctuate 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’...



## Mathematics

- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Read and write numbers from 1 to 20 in numerals and words.
- 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  $7 = \square - 9$ .
- 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.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
- Measure and begin to record the following:
  - Lengths and heights.
  - Mass/weight.
  - Capacity and volume.
  - Time (hours, minutes, seconds).
- 2-D shapes [for example, rectangles (including squares), circles and triangles].
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



# Marsh Lane Primary School



## End of Year Expectations Year 1

This booklet provides information for parents and carers on the end of year expectations for children in our school. 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.

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.