



# West Dean CE Primary School

## End of Year Expectations for Year 1



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

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.  
For example, as you help your children with homework and target work,  
if they show that they understand or can do one of these things,  
then please make a brief note of it, adding the date.  
You may also spot their learning at other times,  
such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.  
These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking  
is really valuable.

We are sure you will be able to provide excellent  
speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.  
NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.  
We will collect it in a week before the end of each half term.

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.

## Speaking and Listening Expectations Year 1 to 6

<b>a</b>	listen and respond appropriately to adults and their peers	
<b>b</b>	ask relevant questions to extend their understanding and knowledge	
<b>c</b>	use relevant strategies to build their vocabulary	
<b>d</b>	articulate and justify answers, arguments and opinions	
<b>e</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
<b>f</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	
<b>g</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
<b>h</b>	speak audibly and fluently with an increasing command of Standard English	
<b>i</b>	participate in discussions, presentations, performances, role play/improvisations and debates	
<b>j</b>	gain, maintain and monitor the interest of the listener(s)	
<b>k</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others	
<b>l</b>	select and use appropriate registers for effective communication	

## Reading Expectations Year 1

<b>a</b>	apply phonic knowledge and skills to decode words (sound words out)	
<b>b</b>	respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	
<b>c</b>	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
<b>d</b>	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
<b>e</b>	read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	
<b>f</b>	read other words of more than one syllable that contain taught GPCs	
<b>g</b>	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	
<b>h</b>	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	
<b>i</b>	re-read these books to build up their fluency and confidence in word reading	
<b>j</b>	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> ◦ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	
<b>k</b>	◦ being encouraged to link what they read or hear read to their own experiences	
<b>l</b>	◦ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	
<b>m</b>	◦ recognising and joining in with predictable phrases	
<b>n</b>	◦ learning to appreciate rhymes and poems, and to recite some by heart	
<b>o</b>	◦ discussing word meanings, linking new meanings to those already known	
<b>p</b>	<b>understand both the books they can already read accurately and fluently and those they listen to by:</b> ◦ drawing on what they already know or on background information and vocabulary provided by the teacher	
<b>q</b>	◦ checking that the text makes sense to them as they read and correcting inaccurate reading	
<b>r</b>	◦ discussing the significance of the title & events	
<b>s</b>	◦ making inferences on the basis of what is said/done	
<b>t</b>	◦ predicting what might happen on the basis of what has been read so far	
<b>u</b>	participate in discussion about what is read to them, taking turns & listening to what others say	
<b>v</b>	explain clearly their understanding of what is read to them	

## Writing Expectations Year 1

<b>a</b>	Say out loud what they are going to write about	
<b>b</b>	Compose a sentence orally before writing it	
<b>c</b>	Write sentences that start with a capital letter and end with a full stop	
<b>d</b>	Re-read what they have written to check it makes sense	
<b>e</b>	Write clearly sequenced sentences	
<b>f</b>	Talk about their writing with others	
<b>g</b>	Use 'and' to join ideas	
<b>h</b>	Use conjunctions to join sentences (e.g. so, but)	
<b>i</b>	Use tense correctly eg 'went' not 'goed'	
<b>j</b>	In writing, show evidence of; full stops, question marks, exclamation marks	
<b>k</b>	Use capital letters for names and personal pronoun 'I'	
<b>l</b>	Leave spaces between words	
<b>m</b>	Divide words into syllables	
<b>n</b>	write from memory simple <b>sentences</b> dictated by the teacher that include words using the YR/1 <b>graphemes</b> , <b>phonemes</b> & common exception words	
<b>o</b>	Read, write and correctly form all capital and lower case letters	
<b>p</b>	Name the letters of the alphabet in order	
<b>q</b>	Know which letters are formed in similar ways: 'handwriting families'	
<b>r</b>	Correctly form the digits 0 - 9	

## Mathematics Expectations Year 1

<b>a</b>	count to and across 100, forwards & backwards, beginning with 0 or 1, or from any given number
<b>b</b>	count, read & write numbers to 100 in numerals; count in multiples of twos, fives & tens
<b>c</b>	given a number, identify one more and one less
<b>d</b>	identify and represent numbers using objects & pictorial representations eg number line, & use language eg: equal to, more than, less than, most
<b>e</b>	read and write numbers from 1 to 20 in numerals and words
<b>f</b>	read, write & interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
<b>g</b>	represent and use number bonds and related subtraction facts within 20
<b>h</b>	add and subtract one-digit and two-digit numbers to 20, including zero
<b>i</b>	solve one-step problems that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems eg: $7 = \square - 9$
<b>j</b>	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
<b>k</b>	recognise, find and name a half as one of two equal parts of an object, shape or quantity
<b>l</b>	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
<b>m</b>	compare, describe and solve practical problems for: - <b>lengths and heights</b> (eg, long/short, longer/shorter, tall/short, double/half); <b>mass / weight</b> (eg, heavy/light, heavier/ lighter than); <b>capacity and volume</b> (full/empty, more than, less than, half, half full, quarter) <b>time</b> (quicker, slower, earlier, later)
<b>n</b>	measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)
<b>o</b>	recognise and know the value of different denominations of coins and notes
<b>p</b>	sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
<b>q</b>	recognise and use language relating to dates, including days, weeks, months & years
<b>r</b>	tell the time to the hour & half past the hour, draw the hands on a clock face to show these times
<b>s</b>	recognise & name common 2-D and 3-D shapes: 2-D shapes [eg, rectangles (inc squares), circles and triangles] 3-D shapes [eg, cuboids (including cubes), pyramids and spheres]
<b>t</b>	describe position, direction & movement, inc: whole, half, quarter & three-quarter turns

## Learning Behaviours

	<b>Fantastic Elastic Brains</b> .....	<b>I.....</b>	
<b>a</b>	....persevere	....am resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
<b>b</b>	.....are independent	.....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.	
<b>c</b>	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.	
<b>d</b>	.....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems	
<b>e</b>	.....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.	
<b>f</b>	.....join up their thinking	.....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.	
<b>g</b>	.....love a challenge	.....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.	
<b>h</b>	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.	
<b>i</b>	.....adapt	.....am flexible and can change my ideas or actions when I get feedback or find a better way.	