

Lainesmead Primary School and Nursery



End of Year Expectations: Year 1

This booklet provides information for parents/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 should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.



Year One Writing

Lainesmead
Primary School and Nursery

By the end of Year One, children should be able to use the following skills in their Writing:

objective	Example:
I can talk about my writing. I should say my sentence out loud before I write it.	
I can spell some common exception words correctly.	Common exception words are the tricky words that children can't use their phonics to spell e.g. they, said
I can spell the days of the week correctly.	
I can spell words using phonic sounds I have learnt so far.	These are the phonics in the second 'Song of Sounds' song that can be found on our website. (igh, or, air, ear - fear, ai, oi, ar, ee, er, ur, oo, oo - book, oa, ie - chief, ore, au, ay, oy, a-e, ear - bear, are - care, ph, wh, ending with y, e-e, i-e, o-e, u-e, ea - dream and bread, ir, oe, ou)
I can name the letters of the alphabet in order.	Sounds and the letter name.
I can write, from memory, sentences dictated by my teacher that include words using my phonics and common exception words.	These sentences should have words spelt correctly and when words are unfamiliar, words should be spelt using correct phonics and there should be a capital letter and a full stop at the end.
I can add 'ing' 'er' 'ed' 'est' to root words which don't need changes.	Slow - slowed, slowing, slower, slowest.
I can use the prefix 'un'	Tidy - untidy, happy - unhappy.
I can spell plurals correctly using 's' or 'es'	Most words, you would add just an 's'. If the word ends with a ff, ss, ch, sh, x - you would add es e.g. wish - wishes, box - boxes, kiss - kisses
I use capital letters and full stops in most of my sentences.	
I can sometimes use ? and !	! are used for sentences that start with what or how: What a beautiful day! How wonderful!
I can use capital letters for names and the pronoun 'I'	
I can write more than one sentence at a time (Not repeating sentence start - I can see, I can see). My sentences must make sense.	I can see a cat. It is black and white. The cat is in the tree.
I can use 'and '	And must join 2 simple sentences: I like to play on the swings in the park <u>and</u> I love to feed the ducks.
I can sequence several sentences into a narrative.	Children are beginning to write a re-telling of a story in order.
I can sequence sentences in chronological order to recount an event or experience	First I went to the park. Next I had a picnic. Then we fed the ducks.
I can read my writing out loud to my teacher.	Children should be able to read back their writing, remembering what they have written.
Handwriting:	
I can form all lower-case letters correctly, starting and finishing them in the correct places.	
I can write all letters correctly as capitals.	
I leave finger spaces between my words.	
I can form digits 0-9 correctly.	
I can sit correctly at a table, holding a pencil comfortably and correctly.	



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Year One Reading

By the end of Year One, children should be able to use the following skills when reading:

objective	Example:																																																						
Word reading skills:																																																							
I can read words of more than one syllable using the phonics that I already know.	e.g. paint, happy																																																						
I can read common exception words and I know what letters and sounds they have and where it goes in the word.	<table><tr><td>a</td><td>is</td><td>said</td><td>be</td><td>no</td><td>put</td></tr><tr><td>ask</td><td>his</td><td>says</td><td>he</td><td>go</td><td>push</td></tr><tr><td></td><td>has</td><td>the</td><td>me</td><td>so</td><td>pull</td></tr><tr><td>are</td><td></td><td>they</td><td>she</td><td></td><td>full</td></tr><tr><td>our</td><td></td><td>there</td><td>we</td><td>of</td><td>one</td></tr><tr><td></td><td>was</td><td>here</td><td></td><td>love</td><td>once</td></tr><tr><td>do</td><td>were</td><td>I</td><td>by</td><td>come</td><td>school</td></tr><tr><td>to</td><td>where</td><td>you</td><td>my</td><td>some</td><td>friend</td></tr><tr><td>today</td><td>want</td><td>your</td><td></td><td></td><td>house</td></tr></table>	a	is	said	be	no	put	ask	his	says	he	go	push		has	the	me	so	pull	are		they	she		full	our		there	we	of	one		was	here		love	once	do	were	I	by	come	school	to	where	you	my	some	friend	today	want	your			house
a	is	said	be	no	put																																																		
ask	his	says	he	go	push																																																		
	has	the	me	so	pull																																																		
are		they	she		full																																																		
our		there	we	of	one																																																		
	was	here		love	once																																																		
do	were	I	by	come	school																																																		
to	where	you	my	some	friend																																																		
today	want	your			house																																																		
I can read a year one coloured reading book.	Yellow, blue and green book band books																																																						
I can read a book where I need to use my phonics to read unfamiliar words.																																																							
I can accurately read words by blending the sounds in unfamiliar words	igh, or, air, ear - fear, ai, oi, ar, ee, er, ur, oo, oo - book, oa, ie, ie - chief, ore, au, ay, oy, a-e, ear - bear, are - care, ph, wh, words ending with y, e-e, i-I, o-e, u-e, ea - dream, ea - bread, ir, oe, ou																																																						
I can read words with contractions e.g. I'm and understand the apostrophe represents omitted letter(s)	e.g. I'm - I am, cannot - can't,																																																						
I can read words that end with -s, -es, -ing, -ed, -er, and -est endings	Slow - slowed, slowing, slower, slowest, slows.																																																						
I can read word with the phonics I know quickly, knowing that some sounds are spelt the same way but make different sounds.	e.g. ow - snow, ow - now. ie - pie, chief																																																						
Reading comprehension; understanding the text.																																																							
I can talk about the title and the events in the book.	I think this book will be about Because the title ..																																																						
I can make links with what I read and my own experiences.	e.g. When reading a book about a party, children can talk about a party that they have been too or their own birthdays.																																																						
I know lots of familiar stories, fairy stories and traditional tales and can retell them, talking about how they are similar and different.	e.g. Children can talk about the characters in the book. When reading 'The Three Little Pigs', children might remember that there is a big bad wolf in 'Little Red Riding Hood' too.																																																						
I can listen to and discuss a wide range of poems, stories and nonfiction even if I can't read them independently.	In our reading at the end of the day, children listen to the teacher reading stories and can talk about these.																																																						
I can discuss what words mean and how they can mean the same as other words.	e.g. small, tiny, mini.																																																						
I like to listen to rhymes and poems, and to recite some by heart and join in with predictable phrases	I can join in with stories with repeating patterns e.g. 'Room on the Broom'																																																						
I can show that I understand what I have read or heard, by talking about the books that I read and answering questions.																																																							
I can make predictions about what might happen on the basis of what has been read so far	I think that this will happen because																																																						
I can correct myself when I make a mistake.																																																							
Make inferences on the basis of what is being said and done	I think that the boy is sad because he was frowning.																																																						

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

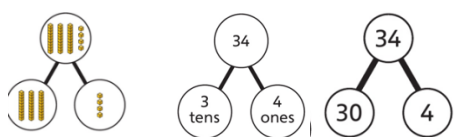
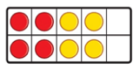
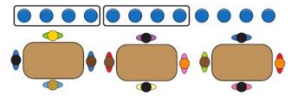
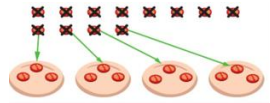
is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year One Maths

By the end of Year One, children should be able to use the following skills in Maths:

Objective	Example:
Number and Place Value	
Vocabulary numeral, digit, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones, ten more/less, multiple of, equal to, equivalent to, part-whole model, first, second, third...	
I can identify ten and ones to 50.	$34 = 30 + 4$ There are 3 tens and 4 ones. 
I can count in multiples of 2, 10 and 5.	$0, 2, 4, 6, 8, 10, 12, 14, \dots$ $0, 10, 20, 30, 40, 50, \dots$ $0, 5, 10, 15, 20, 25, 30, 35, \dots$
I can count, read and write numbers to 100 in numerals.	$1, 2, 3, \dots, 45, 46, 47, \dots, 67, 68, 69, \dots, 99, 100$ In numerals means the children only need to use the digits not words e.g. 45 not forty-five.
Addition and Subtraction	
Vocabulary number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, near double, half, halve, is the same as (including equals sign), difference between, subtract, take away, minus, fewer, fewest, missing number How many more to make...? How many more is... than ...? How many fewer is ... than...?	
I can find one more and one less.	What is one less than 19? What is one more than 14?
I can add and subtract one- and two-digit numbers to 20.	$14 + 5 =$ $18 - 4 =$
I can solve one step addition and subtraction word problems, including missing number problems.	- There were 17 apples on a tree. 5 fell off. How many are still on the tree? - I have 12 toy cars and I get another 4 for my birthday. How many did I have altogether? $7 = ? - 9$
Multiplication and Division	
Vocabulary Multiplication, multiply, multiplied by, division, dividing, grouping, equal groups of 3/4/5..., sharing, share equally, array, row, column, once/twice/three times/five times/multiple of time..., repeated addition, left over	
I know doubles of numbers to 10.	Double 4 is 8. 
I can understand multiplication as equal groups and simple arrays.	 
I can understand as grouping and sharing.	 
Fractions	
Vocabulary fraction, equal parts, one of two equal groups, half, quarter, one of four equal groups	
I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.	  Half of the apples in Paul's bag is 2. 

I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	   The whole is 12. 3 in each quarter.
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Measurement

Vocabulary

time, days of the week, seasons, day, week, month, year, weekend, holiday, morning, afternoon, evening, night, midnight, today, yesterday, tomorrow, measurement, quick quicker, slow, slower, volume, capacity, quarter full, half full, litre, half litre, empty, full, half full, half empty, hour, half hour, half past, clock, hands, watch, just under, too few, too many, not enough enough, length, width, height, depth, long, longer, longest, short, shorter, shortest, ruler, metre stick, centimetre, weigh, kilogram, half kilogram, heavy, heaviest, heavier, light, lightest, lighter, money, coin, penny, pence, pound, price, cheaper, total, costs more, costs less

I can tell the time to the hour and half hour.	 3 o'clock.  half past 1
I can compare, describe and solve practical problems for length/height.	 longest longer shortest shorter 
I can compare, describe and solve practical problems for mass/weight.	 pineapple is down and apple is up. pineapple is heavier than apple. apple is lighter than pineapple. 
I can compare, describe and solve practical problems for capacity/volume.	 This glass is full.  This glass is empty.  10 fill the bucket.
I can recognise and know the value of coins and notes.	 

Geometry

Vocabulary

corner (point, pointed), face, side, edge, pattern, repeating

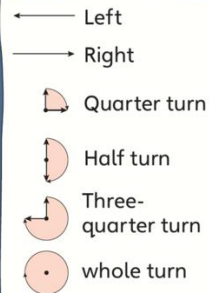
I can recognise and name common 3D shapes.	 cube    cuboid  pyramid  sphere  cylinder
I can recognise and name common 2D shapes.	circle  square  triangle  rectangle  other 

Position and Direction

Vocabulary

underneath, centre, quarter turn, half turn, three-quarter turn, whole turn

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



General Vocabulary

Puzzle, pattern, explain, talk about, work out, check, notice, problem, problem solving, describe, bar model, notice

Explain why... I wonder why... How do you know...? What will happen if...? How will you know...? How can we find out...? Can you describe...? Convince me... Is there another way...? What makes you think that...? What do you notice? What is the same? What is different?