

## Maths

I can count forwards and backwards in multiples of 2, 5 and 10.
I can count, read and write numbers to 100 in numerals.
I can represent and use number bonds and related subtraction facts up to and within 20.
I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
I can 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
I can recognise, find and name $\frac{1}{2}$ and $\frac{1}{4}$ of an object, shape or quantity.
I recognise and can name common 2D and 3D shapes (rectangles, including squares, circles and triangles, cuboids, including cubes, pyramids and spheres.)
I can measure and begin to record using standard and non-standard measures (lengths and heights; mass/weight; capacity and volume.)
I recognise and know the value of different coins and notes and can make totals.
I can tell the time to the hour and half hour.

### Greater Depth Criteria

I can count in twos, fives and tens from 0 and use this to solve problems
I can recall at least four of the six number bonds to 10 and reason about associated facts (e.g. $6 + 4 = 10$ , therefore $4 + 6 = 10$ and $10 - 6 = 4$ )
I can solve missing number problems
I can name common 2D and 3D shapes and recognise some properties
I can tell the time to the nearest 15 minutes.

## Writing

I can segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others
I can spell some common exception words.
I can form letters and numbers correctly.
I can use conjunction 'and' to join ideas in a sentence.
I can sequence sentences to form a simple narrative.
I can use capital letters and full stops to demarcate some sentences.
I can use spaces between words.

### Greater Depth Criteria

I can work independently in different contexts.
I can write a chronologically organised recount and a longer narrative with a clear opening, middle and ending and hold the interest of the reader.
I can punctuate my work accurately with capital letters and the correct end punctuation to show statements, questions or exclamation marks.
I can start sentences in different ways, (pronouns rather than nouns and adverbs) and can use different conjunctions to extend my sentences.
I can choose and use new words to use in my writing including precisely chosen nouns, adjectives and technical words.
I attempt to spell new words, using my phonic knowledge and I can spell the common exception words from Year 1 and beyond accurately.
I correctly form my letters with clear ascenders and descenders and capital and lower case letters are evident.

## Reading

I can use GPC to decode words.
I can blend known sounds in most unfamiliar words
I can read many common exception words accurately (see spelling list appendix 1)
I can read words of more than one syllable that contain the same GPCs.
I am beginning to check that my reading makes sense and go back to correct myself when it doesn't.
I am beginning to draw inferences from the text and/or the illustrations.
I am beginning to answer questions about the text accurately

<u>Greater Depth Criteria</u>
I am beginning to use expression when reading aloud.
I can read most common exception words.
I can read many words accurately without overt sounding and blending, and sufficiently fluently to allow me to focus on understanding rather than on decoding individual words
I can check it makes sense to me, starting to correct any inaccurate reading
I can explain what has happened so far in what I have read.
I can answer questions and make simple inferences

## Swavesey Primary School



## End of Year Expectations for 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 minimum expectations 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.