

# **Wrockwardine Wood Infant School and Nursery**



## **End of Year Expectations**

This booklet provides information for parents and carers on the end of year expectations for children in years one and two in the core subjects of reading, writing and mathematics. . The National Curriculum outlines these expectations as being the requirements your child should meet in order to ensure continued progress. Some of our children will be working above this minimum requirement and some may be working below. All the objectives have been worked on throughout the year.

Your child's annual report provides information on your child's attainment within these end of year expectations.

If you have any questions regarding the content of this booklet don't hesitate to talk to your child's class teacher.



## Reading Year One

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word 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 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 Year One

- Write from memory simple sentences and spell correctly words containing familiar phonemes, common exception words and the days of the week.
- Name the letters of the alphabet in order, distinguish between alternative spellings of the same sound and apply simple spelling rules.
- Add some prefixes and suffixes where no change is needed to the root word.
- Write numbers, upper and lower case letters using the correct orientation.
- Write a short narrative joining words and clauses.
- Use spaces between words and using punctuation such as, capital letter, full stop, question mark and exclamation mark.
- Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'.



## Mathematics Year One

- Count in 1's, 2's, 5's and 10's to 100 and beyond.
- Read and write numbers to 100 and write numbers to 20 in words. They
- Identify 1 more and less than any given number and can represent numbers using objects and pictures
- Use and understand statements using the signs + - and = and the associated mathematical language
- Solve addition, subtraction, multiplication and division problems using numbers to 20
- Use number bonds and related subtraction facts within 20.
- Understand the fractions of one half and one quarter of shapes objects and quantities.
- Compare and begin to measure and solve problems for length, height, mass, capacity and volume.
- Know the value of coins and notes.
- Order events, and use language related to dates.
- Tell the time to the hour and half past.
- Understand and use the associated mathematical language to talk about their comparisons and measurements.
- Recognise and name common 2D and 3D shapes. They describe position and direction.



## Reading Year Two

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation, blending the GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read accurately most words of two or more syllables that contain taught GPCs.  
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- 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.
- Re-read these books to build up their fluency and confidence in word 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 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
- Discuss 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 the text makes sense to them as they read and correct 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
  - explain clearly their understanding of what is read to them.



## Writing Year Two

- Write from memory simple sentences and spell correctly words containing phonemes for which one or more spellings are known.
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Distinguish between homophones and near homophones and apply spelling rules.
- Use the possessive apostrophe e.g. the girl's book.
- Spell many common exception words and some words with contracted forms.
- Add the suffixes ment, ness, ful, less and ly to spell some longer words.
- Write numbers, upper and lower case letters using the correct orientation and the correct size relative to one another.
- Write letters using some of the diagonal and horizontal strokes needed to join letters.
- Write for different purposes including narratives, personal experiences, real events and poetry.
- Plan what they are going to write, writing down their ideas and new vocabulary.
- Evaluate and reread their writing to check it makes sense and check for any errors.
- Use different forms of sentences in their writing (statement, exclamation, question and command)
- Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.
- Use some expanded noun phrases to describe and specify, and they consistently use the past and present tense mostly correctly.
- Use subordination (using when, if, that, or, because) and co – ordination (using or, and, but)



## Mathematics Year Two

- Count in steps of 2, 3, 5 and 10 forwards and backwards.
- Understand the place value of digits in 2 digit numbers and can order and compare numbers up to 100, reading and writing numbers up to 100 in numbers and words.  
Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- Solve problems with addition, and subtraction using their recall of number facts to 20 and their place value knowledge.
- Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- Add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- Use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- Solve multiplication and division problems.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
- Write simple fractions, name, and find the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{1}{3}$ , and  $\frac{3}{4}$  and know that all parts must be equal parts of the whole. Pupils estimate, measure and compare using standard measures for length/height/temperature/capacity.

