



End of Year Expectations



This booklet provides information for parents and carers on the end of year expectations for children in our academy. These expectations have been identified as being the minimum requirements children need to meet in order to ensure continued progress throughout the following year.

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.

Maths

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit number.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TU+U$, $TU+T$, $TU+TU$ and $U+U+U$.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Tell and write the time including quarter past/to the hour and draw the hands on a clock face to show these times.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.



Writing & Grammar

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning the possessive apostrophe (singular).
- Learning to spell more words with contracted forms.
- Add suffixes to spell longer words, including $-ment$, $-ness$, $-ful$, $-less$, $-ly$.
- Form lower-case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Writing for different purposes.
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Expanded noun phrases to describe and specify.
- Sentences with different forms: statement, question, exclamation, command.
- The present and past tenses correctly and consistently including the progressive form.
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes.



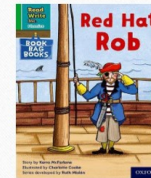
Reading

- Secure phonic decoding until reading is fluent.
- Read accurately by blending, including alternative sounds for graphemes.
- Read multi-syllable words containing these graphemes.
- Read common suffixes.
- Read exception words, noting unusual correspondences.
- Read most words quickly & accurately without overt sounding and blending.
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Recognising simple recurring literary language in stories and poetry.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing the sequence of events in books and how items of information are related.
- Making inferences on the basis of what is being said and done.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



Book bag book system If your child is learning phonics they will bring home...

Read Write Inc. Phonics book



The child reads this book independently and regularly to develop fluency.

Sharing story book



An adult reads this book to the child as a 'sharing' book to develop a love of reading and to support language development.

When your child completes the Read Write Inc. phonics programme they will bring home...



What Can You Do?

- Ensure that your child reads their book regularly to develop fluency and a love of reading.
- Read to your child using the sharing story books the children bring home or other age appropriate books at home. This is important for all pupils from reception to year 6.
- Talk about vocabulary and language with your child.
- Record your child's reading each time you read with your child using Boom Reader. This could be either the phonics book or sharing book that you record.