

Reading

At FPS, Phonics is taught using the systematic syntactic phonics programme called Read, Write, Inc (RWI). The children are assessed regularly to ensure that they are reading books appropriate to their phonic knowledge. RWI focuses on both the word reading and develops comprehension and understanding of texts.



Word Reading

The expectations for the end of the year is that your child will...

- Apply phonic knowledge and skills as the route to read words e.g Sounding out words (we call this Fred talk as part of the RWI programme. Children are able to Fred talk green words - words that the child should be able to sound out because they have been taught all the sounds in them).
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all sounds (See complex speed sound chart from RWI below).
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words (red words in RWI), noting unusual correspondences between spelling and sound and where these are in the word.
- Read words containing the suffixes -s, -es, -ing, -ed, -er and -est and read words of more than one syllable.
- Read words with contraction e.g., I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
- Re-read books to build up their fluency and confidence in word reading.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore	er						
ew			aw							
			au							

Comprehension

Our aim is to develop pleasure in reading, motivation to read, vocabulary and understanding. The expectations for the end of the year is that your child will;

- listen to and discuss a wide range of poems, stories and non-fiction texts.
- link what they read or hear to their own experiences.
- become familiar with key stories, fairy stories and traditional tales, discuss word meanings, linking new meanings to those already known.
- check that the text makes sense to them as they read, and correct inaccurate reading.
- discuss the significance of the title and events.
- make inference (read between the lines) on the basis of what is being said and done.
- predict 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.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child. We feel that this is an essential part of a child's development and recommended that children read their book at least three times in order to develop fluency and understanding.



Writing

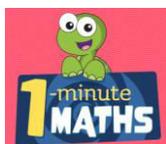
- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Use capital letters, full stops, question marks, exclamation marks.
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [as introduction to paragraphs].
- Use correct formation of lower case - finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

Mathematics

- Count to and across 100, forwards & backwards from any number.
- Read and write numbers to 20 in numerals & words.
- Read and write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds and subtraction facts to 20.
- Add & subtract 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication and division using objects, pictorial representations and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.



Our children have access to a new resource, 1 minute maths via the White Rose Maths app. It does not require the internet or a log in. Accessing this everyday through the app can really support a child to develop their mathematical confidence.



The children also have access to Times Table Rock Stars to help them practise their times tables.



Flintham Primary School



End of Year Expectations Year 1

This booklet provides information for parents and carers on some of the end of year expectations for our children. The National Curriculum identifies these expectations as essential for children to make continued progress across each key stage.

Any extra support parents can provide in helping children to achieve these is of great benefit to the child. 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.

FPS wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.