



THE BRITISH SCHOOL
OF BEIJING, SANLITUN
A NORD ANGLIA EDUCATION SCHOOL

Year One End of Year Expectations

Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge how far your child has met each expectation throughout the year:

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Meeting

- Secure
- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

READING EXPECTATIONS

Decoding and Sight Reading

- Respond speedily with the correct sound for all graphemes that have been taught.
- Read accurately by blending all known GPCs - graphemes, phonemes and correspondence, including in unfamiliar words.
- Read common exception words, identifying the unusual correspondences between spelling and sound.
- Read words containing -s, -es, -ing, -ed, -er and -est endings.
- Read words of more than one syllable that contain taught GPCs.
- Read words with simple contractions e.g. I'm, we'll and understand that the apostrophe represents omitted letters.
- Use known reading strategies to predict, confirm or attempt unfamiliar words.
- Re-read books aloud with greater fluency and confidence, pausing at commas and full stops.

Comprehension

- Listen to and talk about a range of stories, poems and non-fiction.
- Discuss the sequence of events in books, retelling simple stories.
- Talk about the differences in structure between fiction and non-fiction texts.
- Make links between what they read and listen to and their own lives.
- Recognise simple recurring literary language in stories and poetry.
- Recognise and join in with predictable words, phrases and rhymes.
- Check that a text makes sense to them as they read, and know what to do if it does not.
- Make simple inferences and predictions based on what characters say or do.
- Explain clearly what is being read to them answering questions based on the text.
- Talk about stories and poems that are read to them, taking turns and listening to others, expressing their opinions.
- Discuss and use new vocabulary.

WRITING EXPECTATIONS

Spelling

- Use all phonemes that have been taught in independent spelling.
- Spell common exception words including days of the week.
- Name the letters of the alphabet to distinguish between phonemes.
- Use some simple prefixes, suffixes and plural endings.

Handwriting and Presentation

- Sit at a table and hold a pencil correctly and comfortably.
- Form capital and lower case letters correctly, beginning to use the cursive style.
- Form digits 0-9 correctly.

Composition

- Say out loud what they want to write linking it to the purpose of the task.
- Sequence sentences to form short narratives (both real-life and imaginary).
- Read aloud what they have written.
- Talk about what they, and others have written about.
- Check that writing makes sense.

Vocabulary, Grammar and Punctuation

- Leave finger spaces between words.
- Join clauses using connectives (e.g. and, but, because).
- Demonstrate awareness of capital letters, full stops, question marks and exclamation marks.
- Use a capital letter for names and 'I'.
- Begin to use simple descriptive language.

MATHS EXPECTATIONS

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, and from any given number.
- Read and write numbers from 1 to 20 in numerals and words.
- Read and write numbers to 100 in numerals.
- Given a number, identify one more and one less up to 100.
- Count in multiples of twos, fives and tens up to 100.
- Identify and represent numbers using objects and pictorial representations including the number line.
- Use mathematical language including (more than, less than, most, least).

Number - Addition and Subtraction

- Read, write and interpret number sentences involving addition (+), subtraction (-) and equals (=) signs.
- Represent, use and know number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step addition and subtraction problems using mathematical apparatus and pictorial representations.

Number - Multiplication and Division

- Understand multiplication and division concepts through grouping and sharing small quantities.
- Solve one-step multiplication and division problems using concrete objects, pictorial representations and arrays.

Number - Fractions

- Find and name a half as one of two equal parts of an object, shape or quantity.
- Find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- Compare, describe and solve practical problems regarding measure (length, height, mass, weight, capacity, volume).
- Estimate, measure and begin to record units of measure (length, height, mass, weight, capacity, volume).
- Estimate, measure and begin to record time (hours, minutes, seconds).
- Recognise and know the value of different denominations of coins and notes.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - Properties of Shapes / Position and Direction

- Recognise, name and relate common 2-D shapes to everyday objects (e.g. rectangles, pentagons, hexagons, octagons).
- Recognise, name and relate common 3-D shapes to everyday objects (e.g. cuboids, cubes, pyramids, spheres).
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Handling Data

- Sort objects and classify them using 1 criterion.
- Interpret and construct simple pictograms, tally charts and block graphs.