A Guide for Parents

Understanding End of Year Expectations

The expectations in this guide describe what most children are working towards by the end of each academic year in Reading, Writing and Maths. They are based on the National Curriculum and Early Years framework, and they help teachers plan learning and track progress.

WHAT "EXPECTED" MEANS

- "Expected" does not mean perfect.
- It does not mean children must meet every statement.
- It means a child is secure in most of the skills for their year group.

Children may still:

- Make spelling or calculation mistakes
- Need support with some tasks
- Be stronger in some areas than others

All of this is completely normal.

PROGRESS MATTERS MORE THAN SPEED

Children start each year from different starting points. Some may already feel confident, while others may need more time, practice or support. Teachers focus on progress over time, not just end results.
A child who has made strong progress from their own starting point is doing very well—even if they are not yet secure in every area.

LEARNING IS NOT LINEAR

Children do not develop in straight lines. It is common to see sudden jumps in understanding, periods where learning seems to slow, and differences between subjects.

WHAT TEACHERS LOOK FOR

- How confidently skills are used independently
- Whether understanding is secure, not just memorised
- A child's attitude to learning and resilience
- Progress across the year, not a single test

No single piece of work or test gives the full picture.

HOW PARENTS CAN SUPPORT PROGRESS

- Read together regularly
- Talk positively about learning
- Praise effort and perseverance
- Value improvement, not just results

Children are not expected to know everything. They are expected to grow, gain confidence, and keep moving forward. We encourage a Growth Mindset saying, 'we can't do it…YET!'