

Assessment of Progress Towards Year 1 National Expectations

Working towards the national standards (Beginning)	Working at the national standards (Achieving)	Working at a greater depth (Deep)
1. If they do not meet 50% of the 'at national standards' statements 2. If they meet more than 50% (but not all) of the 'at national standards' statements	3. Pupils may make the occasional error but are generally confident in meeting the objectives outlined 4. Confident at meeting standards, meeting at least 50% of deep statements	5. Meeting the deep standards but making the occasional mistake 6. Confident and rarely makes mistakes in relation to deep statements

	October Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Reading				
Writing				
Mathematics				

Reading

Writing

At the national standards (Achieving)
<p>Word reading</p> <ul style="list-style-type: none"> -Match all 40 graphemes to their phonemes (phase 3) -Blend sounds in unfamiliar words containing GPCs that have been taught -Read compound words -Read words with contractions [e.g. I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter -Read phonetically decodable texts with confidence that do not require them to use other strategies to work out words -Read words containing -s, -es, -ing, -ed, -er and -est endings -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words which have the prefix - un added -Add the endings ing, ed, er to verbs where no change is needed to the root word -Read words of more than one syllable that contain taught GPCs
<p>Comprehension</p> <ul style="list-style-type: none"> -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 <p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> -Being encouraged to link what they read or hear read to their own experiences -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Learning to appreciate rhymes and poems and recite some by heart -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <p><u>Understand both the books they can already read accurately and fluently and those they listen to by:</u></p> <ul style="list-style-type: none"> -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 -Recognising and joining in with predictable phrases -Discussing word meanings, linking new meaning to those already known
Working at a greater depth (Deep)
<ul style="list-style-type: none"> -Read accurately and confidently words of 2 or more syllables -Happy to read aloud in front of others -Read a wide range of texts e.g. signs and labels in the environment drawing from phonics knowledge when doing so -Make inferences and predictions using illustrations as an important feature in aiding reading -Talk about favourite authors or genres of books -Can predict what happens next in unfamiliar stories -Explain likes and dislikes related to the story they have read or a story they have had read to them -Aware of mistakes made because reading does not make sense to them -Re-read a passage if unhappy with own comprehension -Growing confidence to navigate the layout of a range of non-fiction texts

At the national standards (Achieving)

Transcription

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting families and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Use -ing, -ed, -er and -est where no change is needed in the spelling of route words e.g. helping, helped, helper
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme
- Write short stories about something personal to them

Composition

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or experience
- Re-read what they have written to check that it makes sense
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Discuss what they have written with the teacher or other pupils
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I
- Join words and clauses using 'and'
- Know how the prefix -un can be added to words to change the meaning
- Use the suffixes s, es, ed, er and ing within their writing
 - Use grammatical terminology when discussing their writing e.g. letter, capital letter, word, singular, plural, sentence, punctuation full stop, question mark and exclamation mark

Working at a greater depth (Deep)

- Know which letters sit below the line and which are tall letters
- Consistent in use of lower case and capital letters
- Sequence a short story or series of events related to learning in science, history and geography
- Writing makes sense to the reader without additional explanation
- Start a narrative by introducing a character
- Organise writing so that the purpose is clear
- Use pronouns to avoid repetition
- Use adverbs to start sentences e.g. slowly, carefully, fortunately
- Make sentences longer and use words other than 'and' 'and then' to join ideas together
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary
- Sound out spellings when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spell almost all words in the year 1 and 2 list accurately

Mathematics

At the national standards (Achieving)

Number

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write number to 100 in numerals; count in multiples of 2s, 5s and 10s
- When given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least.
- Read and write numbers from 1-20 in numerals and words
- Read, write and interpret mathematical statements involving addition, subtraction and equals sign
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20 including 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as, $7 = ? - 9$
- Count on or back in 1s, 2s, 5s and 10s from any given number to 100
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement & Geometry

Compare, describe and solve practical problems for:

- Lengths and heights, mass/weight, capacity and volume and time
- Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume and time
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language e.g. before, after, today, yesterday, tomorrow
- 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
- Recognise and name common 2-D and 3-D shapes
- Describe position, direction and movement, including whole, half, quarter and three quarter turns

Working at a greater depth (Deep)

- Count reliably well beyond 100
- Count on and back in 3s from any given number to beyond 100
- Say the number that is 10 more or 10 less than a number to 100
- Know the signs $+$ $-$ $=$ $<$ $>$
- Apply knowledge of number to solve a one-step problem involving an addition, subtraction and simple multiplication and division
- Add and subtract 1 digit and 2 digit numbers to 50, including 0
- Recognise all coins and notes and know their value
- Use coins to pay for items bought up to £1
- Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time

Progress Towards Achieving National Standards in Reading, Writing and Mathematics in Year 1

Name:

Date of birth:

Class:



Banks Road Infant & Nursery School

The statements enclosed are based on the National Curriculum expectations for the end of Year 1.