

National Curriculum – English – Reading

**Bold = Performance Descriptors** which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Year 1		
Point	7	9	11
Assessment Milestone	1E	1D	1S
<b>WORD READING</b>	<p>1. Apply phonic knowledge and skills as the route to decode words.</p>	<p>1. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme.</p> <p>2. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>3. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>4. Re-read books to build up their fluency and confidence in reading known texts.</p>	<p>Refer to non-statutory guidance for exemplification</p> <p>1. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>2. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>3. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>4. Read other words of more than one syllable that contain taught GPCs</p>
<b>READING COMPREHENSION (appropriate to age-related texts)</b>	<p>2. Shows an understanding of a wide range of poems, stories and non-fiction that has been read and listened</p> <p>3. Has learned simple rhymes and poems and joins in reciting them with others.</p> <p>4. Draw on what they already know or on background information and vocabulary provided by the teacher to answer questions</p> <p>5. Regards reading as a pleasurable activity.</p> <p>6. Can point to a full stop in a text.</p> <p>7. Can use pictures (unprompted) and texts to identify meaning.</p> <p>8. With support, can find information to help answer simple literal questions in texts at an appropriate levels (may be using picture clues, if not prompted)</p>	<p>5. Recognises the characteristics of key stories, including fairy stories and traditional tales, uses predictable phrases to help retell them.</p> <p>6. Show an understanding of word meanings, through discussion, linking new meanings to those already known.</p> <p>7. Understanding the significance of the title and events within a book. Contributes to discussion (expressing likes/dislikes) and make links to own experiences, background information and vocabulary provided</p> <p>8. Check that the text makes sense to them as they read.</p> <p>9. Make inferences on the basis of what is being said and done.</p>	<p>5. Consider the particular characteristics of what they read and hear read</p> <p>6. Predict what might happen on the basis of what has been read so far (about the plot and/or characters of an unknown story, using the text and other book features)</p> <p>7. Corrects inaccurate reading when prompted.</p> <p>8. Explain clearly their understanding of what is read to them.</p> <p>9. Can read aloud and is beginning to use expression to show awareness of punctuation (may only be a full stop at this stage).</p> <p>10. Can answer simple questions/find information in response to a direct, literal question.</p> <p>11. Contributes to discussion, expressing opinion about main events and characters in the story (beyond simply like/dislike e.g. good and bad characters and why)</p>

GPC = Grapheme-Phoneme Correspondence

National Curriculum – English – Writing

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**Bold and Underlined** are essential but not end of KS performance descriptors

Year Group	Year 1		
Point	7	9	11
Assessment Milestone	1E	1D	1S
<p>Composition:</p> <p><b>Planning, Drafting, Evaluating, Editing and Proof Reading</b></p>	<p><b>1. Attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences.</b></p> <p>2. Creates simple poems.</p> <p>3. Before writing, sentences are planned by saying out loud what the writing will be about; using oral composition to recognise where the sentence begins and ends.</p> <p>4. Writing is discussed with the teacher and other pupils to check that what they have written makes sense and makes simple changes where suggested.</p>	<p>1. Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others, writing about real events, and writing poetry.</p> <p><b>2. Uses the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books.</b></p> <p>3. Writing is discussed with the teacher and other pupils to consider word choice and to make simple changes.</p>	<p><b>1. Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.</b></p> <p>Uses the drafting process to:</p> <p>2. write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books,</p> <p><b>3. write sentences which are sequenced to form short narratives.</b></p> <p>Writing is discussed with the teacher and other pupils to:</p> <p>4. consider word choice, grammar and punctuation,</p> <p>5. make simple changes where appropriate.</p> <p><b>6. Re-reads own writing to check that what is written makes sense.</b></p> <p>7. Writing sequences ideas appropriately, e.g. stories have a beginning, middle or end or instructions are in the correct order.</p> <p>8. Writing has begun to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after.</p> <p><b>9. Writing includes some interesting descriptive language used, e.g. for appearance, feelings, characters and settings.</b></p>
<p>Composition:</p> <p><b>Applying Vocabulary, Grammar and Punctuation</b></p>	<p>Writing demonstrates some appropriate use of:</p> <p><b>5. spaces between words,</b></p> <p>6. adjectives for description,</p> <p><b>7. 'and' to join words and clauses,</b></p> <p>8. capital letters for some names of people, places and days of the week.</p> <p><b>9. There is some use of capital letters and/or full stops to demarcate sentence boundaries.</b></p>	<p>Writing demonstrates some appropriate use of:</p> <p><b>4. spaces between words,</b></p> <p>5. adjectives for description,</p> <p>6. 'and' to join words and clauses,</p> <p>7. capital letters for some names of people, places and days of the week.</p> <p><b>8. There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks.</b></p>	<p>Writing demonstrates some appropriate use of:</p> <p>10. some expanded noun phrases for description,</p> <p>11. words combined to make single clause sentences,</p> <p><b>12. some co-ordination using and/but to join clauses,</b></p> <p>13. 'and' to join words and clauses,</p> <p><b>14. capital letters for some proper nouns and for the personal pronoun 'I'</b></p> <p><b>15. mostly grammatically accurate sentences, sequenced to form short narratives.</b></p> <p><b>16. Uses capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks but not always consistently.</b></p>
<p>Transcription</p> <p><b>Spelling</b></p>	<p>10. Some common exception words from Y1 list are spelt accurately</p> <p><b>11. Some words containing previously taught phonemes are spelt accurately</b></p> <p>12. Some accurate use of suffixes when adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p><b>9. Approx. ½ common exception words from Y1 list are spelt accurately</b></p> <p><b>10. Approx. ½ of the child's words containing previously taught phonemes are spelt accurately</b></p> <p>11. Days of the week are sometimes spelt accurately.</p> <p>12. Mostly accurate use of the prefix -un</p>	<p><b>17. Most common exception words from Y1 list are spelt accurately</b></p> <p><b>18. Most words containing previously taught phonemes are spelt accurately</b></p> <p>19. Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>20. Days of the week are spelt accurately.</b></p> <p>21. Mostly accurate use of suffixes when adding -ing, -ed, -er, and -est where no change is needed in the spelling of the root word.</p>
<p>Transcription</p> <p><b>Handwriting</b></p>	<p><b>13. Orientate writing correctly (top to bottom, left to right)</b></p> <p><b>14. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</b></p> <p><b>16. Begin to form capital letters.</b></p> <p><b>17. Begin to form digits 0-9.</b></p>	<p><b>13. Sit correctly at a table, holding a pencil comfortably and correctly.</b></p> <p><b>14. Some spaces are left between words.</b></p>	<p>22. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p> <p><b>23. Form letters and numbers with correct orientation.</b></p> <p><b>24. Spacing between words is mostly appropriate.</b></p>
<p><b>End of Yr Mastery</b></p>	<p>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Ambitious vocabulary is phonologically correct and all aspects of handwriting are embedded</p>		

National Curriculum – English – Writing

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National Curriculum – **Mathematics** **Bold = end of KS Performance Descriptors** which are, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Year 1 (page 1 of 2)		
Point	7	9	11
Grade	1C	1B	1A
Assessment Milestone	1E	1D	1S
Number and Place Value	<p>1.count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>2.read numbers to 20 in numerals;</p> <p>3.order numbers up to 50 and say one more and one less using concrete objects or pictorial representations</p> <p>4.using quantities or objects, count in multiples of 2</p> <p>5.identify and represent numbers using objects and pictorial representations</p> <p>6.use language one more and one less in practical situations using concrete objects or pictorial representations</p>	<p>1.count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2.count, read and write numbers to 100 in numerals; count in multiples of twos and tens</p> <p>3.count in multiples of twos to 50 and tens to 100</p> <p>4.given a 2 digit number, identify one more and one less</p> <p>5.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, least</p> <p>6.read and write numbers from 1 to 20 in numerals</p> <p>7.begin to recognise odd and even numbers</p> <p>8.begin to understand the place value of tens and units</p>	<p>1.count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>2.able to say one more or one less than a number beyond 100</p> <p>3.count in multiples of 2s, 5s and 10s to 100</p> <p>4.given a number, say one more and one less</p> <p>5.write numbers 1-20 in numerals and words (not necessarily spelt correctly)</p>
Addition and Subtraction	<p>7.start to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 10</p> <p>8.being to know number bonds to 10 (using concrete objects or pictorial representations)</p> <p>9.solve one-step problems that involve addition and subtraction using concrete objects</p> <p>10.use the vocabulary associated with + and - (e.g. add, take away, more, less, subtract, minus)</p>	<p>9.read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 20 [e.g. <math>7+6=13</math>, <math>5-3=2</math>, and <math>13 = 7+6</math>, <math>2=5-3</math>]</p> <p>10.know bonds of all numbers to 10 (with concrete objects or pictorial representations)</p> <p>12.represent and use number bonds</p> <p>13.add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>14.solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = [ ] - 9</math>.</p> <p>15.understand the vocabulary associated with problem solving</p>	<p>6.represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations)</p> <p>7.begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations)</p>
Multiplication and Division	<p>11..begin to know doubles up to double 5</p> <p>12.begin to know halves up to 10</p> <p>13.solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, with the support of the teacher.</p> <p>14.recognise patterns of numbers in 10x table</p>	<p>16.begin to know corresponding halves</p> <p>17.begin to know doubles to double 10</p> <p>18.solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher.</p> <p>19.recognise patterns of numbers in X2, X10</p> <p>20.recognise odd and even numbers</p>	<p>8.group objects into 2,5,or 10 to aid counting</p> <p>9.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.</p> <p>10.recognise patterns of numbers in x2, x10, x5</p>
Fractions	<p>15.recognise, find and name a half as one of two equal parts of a shape</p> <p>16.find half of a quantity less than 10 using concrete objects</p>	<p>21.recognise, find and name a half as one of two equal parts of an object, shape or quantity using concrete objects</p> <p>22.recognise, find and name a quarter as one of four equal parts of an object, shape using concrete objects</p>	<p>11.recognise, find and name a quarter as one of four equal parts of an object, shape or a quantity using concrete objects</p>
Problem Solving and Reasoning	<p><b>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</b></p>		

Year Group	Year 1 (page 2 of 2)		
Point	7	9	11
Assessment Milestone	1E	1D	1S
Measurement	<p>17.children use everyday language to talk about mass/weight and volume/capacity</p> <p>■compare, describe and solve practical problems for:</p> <p>18.lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] e.g. which is taller? Which is shorter?</p> <p>19.mass/weight [for example, heavy/light, heavier than, lighter than] e.g. which is heavier? Which is the heaviest?</p> <p>20.capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>■measure and begin to record the following using non-standard measures</p> <p>21.lengths and heights e.g. cubes, hands, worms</p> <p>22.mass/weight e.g. cubes, teddy bears</p> <p>23.capacity and volume e.g. cups, sand, rice</p> <p>24.begin to recognise different denominations of coins and notes</p> <p>25.begin to recognise and use language relating to including days of the week and be able to sequence these</p> <p>26.tell the time to the hour and begin to draw the hands on a clock face to show these times.</p>	<p>Pupils:</p> <p>■begin to measure the following using standard units of measurement and equipment e.g. rulers</p> <p>23.lengths and heights e.g. rulers, metre sticks</p> <p>24.mass/weight e.g. scales</p> <p>25.capacity and volume e.g. measuring jugs</p> <p>26.recognise the value of different denominations of coins and notes (NOT conversion at this stage)</p> <p>27.sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>28.recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>29.tell the time to the hour and half past the hour and begin to draw the hands on a clock face to show these times.</p>	<p><i>Refer to non-statutory guidance for exemplification</i></p> <p>12.use everyday language to compare, describe and solve practical problems for time for example, quicker, slower, earlier and later</p> <p>13.measure and begin to record time (hours, minutes, seconds)</p> <p>14.know the names of the seasons</p> <p>15.know the names and sequence of the months</p> <p>■begin to measure and record the following using standard units of measurement and equipment when given the equipment and units of measure to use</p> <p>16.lengths and heights e.g. pen = 7cm</p> <p>17.mass/weight e.g. glue stick = 10g</p> <p>18.capacity and volume e.g. cup = 100ml</p>
Properties of Shapes	<p>■begin to recognise and name common 2-D shapes, including:</p> <p>27.2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>28.selects a particular named shape e.g. pick up the square, triangle, rectangle.</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <p>30.2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>31.3-D shapes [for example, sphere, cone, cube].</p>	<p>19.recognise and name common 2-D shapes in different orientations and sizes.</p> <p>20.recognise and name cube, cuboids, sphere, cylinder, cone and pyramid</p>
Position and Direction	<p>29.know the vocabulary 'left' and 'right.'</p>	<p>32.describe position, direction and movement, using the terms 'whole' and 'half' turns practically</p>	<p>21.describe position, direction and movement using the terms 'quarter' and 'three-quarter' turns.</p>
Statistics			<p>22.begin to Interpret simple pictograms where the picture is worth 1 unit.</p> <p>■begin to Interpret simple tally charts</p>
Problem Solving and Reasoning	<p><b>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</b></p>		