

END OF KEY STAGE 1 EXPECTATIONS

READING

Working Towards the Expected Standard	
1	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.
2	I can read accurately some words of two or more syllables that contain the same GPCs.
3	I can read many common exception words.
4	I can read aloud many words quickly and accurately without overt sounding and blending.
5	I can sound out many unfamiliar words accurately.
6	I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.
Working at the Expected Standard	
1	I can read accurately most words of two or more syllables.
2	I can read most words containing common suffixes.
3	I can read most common exception words.
4	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
5	I can sound out most unfamiliar words accurately, without undue hesitation.
6	I can check that what I read makes sense.
7	I can answer questions and make some inferences on the basis of what is being said and done.
8	I can explain what has happened so far in what I have read.
Working at Greater Depth	
1	I can make <u>inferences on</u> the basis of what is being said and done.
2	I can predict what might happen on the basis of what has been read so far.
3	I can make links between the book I am reading and other books I have read.

WRITING

Working towards the expected standard:

After discussion with my teacher...

I can write sentences to create a short piece of writing about something that has happened to me or somebody I know.

I can write sentences to create a short piece of writing about an imaginary character.

I can use capital letters and full stops in some of my sentences.

I can split words up into sounds to help me to spell (and sometimes get those spellings correct).

I can spell some of these words correctly:

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

I can write all of my lower-case letters in the correct place and the right way round.

I can write sensibly sized lower-case letters.

I can use sensibly sized finger spaces.

Working at the expected standard:

After discussion with my teacher...

I can write a short piece of clear and sequenced writing about something that has happened to me or somebody I know.

I can a short piece of clear and sequenced writing about an imaginary character.

I can use full stops and capital letters in most of my sentences.

I can use question marks in most of my question sentences.

I can write in the present tense,
e.g. I am on my way to the seaside. It is a beautiful day.

I can write in the past tense,
e.g. Yesterday, Keisha went to the dentist. She got a sticker for being brave.

I can use the words 'or', 'and' and 'but' to link parts of my sentences,
e.g. I really want a pet cat but my mum won't let me have one.

I can use the words 'when', 'if', 'that' and 'because' to link parts of my sentences,
e.g. I am allowed to buy an ice-cream if I eat all of my dinner.

I can split words up into sounds to help me to spell (and mostly get those spellings correct).

I can spell many of these words correctly:

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

I can write capital letters and numbers that are the correct size and the correct way round.

I can use sensibly sized finger spaces.

Working at greater depth within the expected standard:

After discussion with my teacher...

I can use the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list (e.g. I went to the shop and bought some apples, a loaf of bread, a cake and some milk.)
	apostrophes to mark contractions (e.g. won't) and singular possession (e.g. John's hat)
I can read through my own writing to correct mistakes and make improvements.	
I can spell most of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	
I can add the suffixes -ment, -ness, -ful, -less or -ly to root words correctly most of the time, e.g. enjoyment, happiness, beautiful, senseless, busily.	
I can add the diagonal and horizontal flicks to my letters that will start to join my handwriting.	

MATHS

Working Towards the Expected Standard	
1.	The pupil can read and write numbers in numerals up to 100.
2.	The pupil can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.
3.	The pupil can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).
4.	The pupil can recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).
5.	The pupil can count in twos, fives and tens from 0 and use this to solve problems.
6.	The pupil can know the value of different coins.
7.	The pupil can name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working At the Expected Standard

1.	The pupil can read scales in divisions of ones, twos, fives and tens.
2.	The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
3.	The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).
4.	The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).
5.	The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
6.	The pupil can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.
7.	The pupil can use different coins to make the same amount.
8.	The pupil can read the time on a clock to the nearest 15 minutes.
9.	The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working At Greater Depth

1.	The pupil can read scales where not all numbers on the scale are given and estimate points in between.
2.	The pupil can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
3.	The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
4.	The pupil can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').
5.	The pupil can read the time on a clock to the nearest 5 minutes.
6.	The pupil can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions.