

Key Assessment Criteria: *Being a reader*

A year 1 reader	
Word reading <ul style="list-style-type: none">• I can match all 40+ graphemes to their phonemes.• I can blend sounds in unfamiliar words.• I can divide words into syllables.• I can read compound words.• I can read words with contractions and understand that the apostrophe represents the missing letters.• I can read phonetically decodable words.• I can read words that end with 's, -ing, -ed, -est• I can read words which start with un-• I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)• I can read words of more than one syllable that contain taught GPCs.	Comprehension <ul style="list-style-type: none">• I can say what I like and do not like about a text.• I can link what I have heard or read to my own experiences.• I can retell key stories orally using narrative language.• I can talk about the main characters within a well known story.• I can learn some poems and rhymes by heart.• I can use what I already know to understand texts.• I can check that my reading makes sense and go back to correct when it doesn't.• I can draw inferences from the text and/or the illustrations. (Beginning)• I can make predictions about the events in the text.• I can explain what I think a text is about.

Key Assessment Criteria: *Being a writer*

<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none">• I can identify known phonemes in unfamiliar words.• I can use syllables to divide words when spelling.• I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.• I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.• I can name all the letters of the alphabet in order.• I can use letter names to show alternative spellings of the same phoneme. <p>Handwriting</p> <ul style="list-style-type: none">• I can sit correctly at a table, holding a pencil comfortably and correctly.• I can form lower case letters in the correct direction, starting and finishing in the right place.• I can form capital letters and digits 0-9.	<p>Composition</p> <ul style="list-style-type: none">• I can compose a sentence orally before writing it.• I can sequence sentences in chronological order to recount and event or experience.• I can re-read what I have written to check that it makes sense.• I leave spaces between words.• I know how the prefix 'un' can be added to words to change meaning.• I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	<p>Grammar and punctuation</p> <p>Sentence structure</p> <ul style="list-style-type: none">• I can combine words to make a sentence.• I can join two sentences using 'and'. <p>Text structure</p> <ul style="list-style-type: none">• I can sequence sentences to form a narrative. <p>Punctuation</p> <ul style="list-style-type: none">• I can separate words using finger spaces.• I can use capital letters to start a sentence.• I can use a full stop to end a sentence.• I can use a question mark.• I can use an exclamation mark.• I can use capital letters for names.• I can use 'I'.
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Key Assessment Criteria: *Being a mathematician (full version)*

A year 1 mathematician	
<p>Number and place value</p> <ul style="list-style-type: none">• I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.• I can count in multiples of 2, 5 and 10.• I can count, read and write numbers to 100 in numerals.• I can say what is one more or one less than any number.• I can read and write numbers from 1 to 20 in numerals and words.• I can 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>Calculations</p> <ul style="list-style-type: none">• I can represent and use number bonds and related subtraction facts to 20.• I can add and subtract 1-digit and 2-digit numbers to 20, including zero.• I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.• I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.• I can solve missing number problems.• I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays. <p>Fractions</p> <ul style="list-style-type: none">• I can recognise, find and name a half of an object, shape or quantity.• I can recognise, find and name a quarter of an object, shape or quantity.	<p>Measurement</p> <ul style="list-style-type: none">• I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.• I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.• I recognise and know the value of different denominations of coins and notes.• I can tell the time to the hour.• I can tell the time to half past the hour.• I can draw hands on a clock face to show these times.• I can sequence events in chronological order using language.• I recognise and use language relating to dates, including days, weeks, months and years <p>Geometry –properties of shapes</p> <ul style="list-style-type: none">• I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).• I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres). <p>Geometry –position and direction</p> <ul style="list-style-type: none">• I can describe position, directions and movement, including half, quarter and three-quarter turns.

Key Assessment Criteria: *Being a mathematician (consolidated)*

Number

- I can count reliably to 100.
- I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.
- I can write all numbers in words to 20.
- I can say the number that is one more or one less than a number to 100.
- I can recall all pairs of addition and subtraction number bonds to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I know the signs + and =.
- I can solve a missing number problem.
- I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

Measurement and geometry

- I recognise all coins.
- I recognise and can name the 2D shapes: circle, triangle, square and rectangle.
- I recognise and can name the 3D shapes: cuboid, pyramid, sphere.
- I can name the days of the week and months of the year.
- I can tell the time to o'clock and half past the hour.

Key Assessment Criteria: *Being a scientist*

A year 1 scientist			
<p>Working scientifically (Y1 and Y2)</p> <ul style="list-style-type: none"> •I can ask simple scientific questions. •I can use simple equipment to make observations. •I can carry out simple tests. •I can identify and classify things. •I can suggest what I have found out. •I can use simple data to answer questions 	<p>Biology</p> <p>Plants</p> <ul style="list-style-type: none"> •I can name a variety of common wild and garden plants. •I can name the petals, stem, leaf and root of a plant. •I can name the roots, trunk, branches and leaves of a tree. <p>Animals, including humans</p> <ul style="list-style-type: none"> •I can name a variety of animals including fish, amphibians, reptiles birds and mammals. •I can classify and name animals by what they eat (carnivore, herbivore and omnivore). •I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). •I can sort living and non-living things. •I can name the parts of the human body that I can see. •I can link the correct part of the human body to each sense. 	<p>Chemistry</p> <p>Everyday materials</p> <ul style="list-style-type: none"> •I can distinguish between an object and the material it is made from. •I can explain the materials that an object is made from. •I can name wood, plastic, glass, metal, water and rock. •I can describe the properties of everyday materials. •I can group objects based on the materials they are made from. 	<p>Physics</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> •I can observe and comment on changes in the seasons. •I can name the seasons and suggest the type of weather in each season.

Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. <p>Information technology</p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a web site. • I can use a camera. • I can record sound and play back. <p>Digital literacy</p> <ul style="list-style-type: none"> • I can use technology safely. • I can keep personal information private. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can use a range of instructions (e.g. direction, angles, turns). • I can test and amend a set of instructions. • I can find errors and amend. (debug) • I can write a simple program and test it. • I can predict what the outcome of a simple program will be (logical reasoning). • I understand that algorithms are used on digital devices. • I understand that programs require precise instructions. <p>Information technology</p> <ul style="list-style-type: none"> • I can organise digital content. • I can retrieve and manipulate digital content. • I can navigate the web to complete simple searches. <p>Digital literacy</p> <ul style="list-style-type: none"> • I use technology respectfully. • I know where to go for help if I am concerned. • I know how technology is used in school and outside of school. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output. <p>Information technology</p> <ul style="list-style-type: none"> • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images. <p>Digital literacy</p> <ul style="list-style-type: none"> • I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y1 and Y2	
<p>Knowledge and understanding</p> <ul style="list-style-type: none">• I understand the different methods of communication (e.g. email, online forums etc).• I know you should only open email from a known source.• I know the difference between email and communication systems such as blogs and wikis.• I know that websites sometimes include pop-ups that take me away from the main site.• I know that bookmarking is a way to find safe sites again quickly.• I have begun to evaluate websites and know that everything on the internet is not true.• I know that it is not always possible to copy some text and pictures from the internet.• I know that personal information should not be shared online.• I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.	<p>Skills</p> <ul style="list-style-type: none">• I follow the school's safer internet rules.• I can use the search engines agreed by the school.• I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).• I can use the internet for learning and communicating with others, making choices when navigating through sites.• I can send and receive email as a class.• I can recognise advertising on websites and learn to ignore it.• I can use a password to access the secure network.