



Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
As above and: ▶ Read aloud accurately books that are consistent with their developing phonics knowledge. ▶ Apply phonics knowledge and skills as the route to decode words. ▶ Respond speedily with the correct sound to grapheme for the 44 phonemes. ▶ Recognise and use the different ways of pronouncing the same grapheme: e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. ▶ Read accurately by blending sounds in unfamiliar words. ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing –s, –es, –ing, –ed, –er, –est endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition.	As above and: Developing pleasure in reading and motivation to read ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▶ Enjoy and recite rhymes and poems by heart. ▶ Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. <i>what do you know about minibests?</i> ▶ Check that texts make sense while reading and self-correct. ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ Explain clearly their understanding of what is read to them. ▶ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▶ Identify and discuss the main events in stories. ▶ Identify and discuss the main characters in stories. ▶ Recall specific information in fiction and non-fiction texts. ▶ Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. ▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. ▶ Make basic inferences about what is being said and done. ▶ Make predictions based on what has been read so far. Participating in discussion ▶ Listen to what others say. ▶ Take turns.



Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	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	and/or others according to the programme used			

Year 2 Common Exception Words

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	– and/or others according to the programme used	

Key Learning Indicators of Performance in Writing: Year 1



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
► Say, and hold in memory whilst writing, simple sentences which make sense. ► Write simple sentences that can be read by themselves and others. ► Separate words with spaces. ► Use punctuation to demarcate simple sentences (capital letters and full stops). ► Use capital letter for the personal pronoun <i>I</i>. ► Use capital letters for names of people, places and days of the week. ► Identify and use question marks and exclamation marks. ► Use the joining word <i>and</i> to link words and clauses. ► Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ► Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ► Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ► Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.	Planning ► Orally plan and rehearse ideas. ► Sequence ideas and events in narrative. ► Use familiar plots for structuring the opening, middle and end of their stories. Drafting and Writing ► Orally compose every sentence before writing. ► Re-read every sentence to check it makes sense. ► Compose and sequence their own sentences to write short narratives. ► Compose and sequence their own sentences to write short non-fiction texts; e.g. <i>recounts, information texts, instructions</i>. ► Use formulaic phrases to open and close texts. ► Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Evaluating and Editing ► Discuss their writing with adults and peers. Performing ► Read aloud their writing audibly to adults and peers.	► Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. ► Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ► Spell words with the /n/ sound spelt n before k, e.g. <i>bank, think</i>. ► Divide words into syllables, e.g. <i>pocket</i>. ► Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ► Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ► Add s and es to words, e.g. <i>thanks, catches</i>. ► Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ► Add -er and -est to adjectives where no change is needed to the root word. ► Spell words with vowel digraphs (see below). ► Spell words with vowel trigraphs (see below). ► Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ► Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ► Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ► Add the prefix -un. ► Spell compound words, e.g. <i>farmyard, bedroom</i>. ► Spell common exception words (see below). ► Spell days of the week. ► Name the letters of the alphabet in order. ► Use letter names to distinguish between alternative spellings of the same sound. ► Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	► Sit correctly at a table and hold a pencil correctly. ► Hold a pencil with an effective grip. ► Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. ► Form digits 0-9 correctly. ► Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ► Have clear ascenders ('tall letters') and descenders ('tails'). ► Form capital letters correctly.



Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	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	and/or others according to the programme used			

Year 2 Common Exception Words

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	– and/or others according to the programme used	



Mathematics

Key Learning Indicators of Performance: Year 1

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
▶ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ▶ Count in multiples of twos, fives and tens. ▶ Read and write numbers to 100 in numerals. ▶ Read and write numbers from 1 to 20 in numerals and words. ▶ Begin to recognise the place value of numbers beyond 20 (tens and ones). ▶ Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30). ▶ Use the language of: equal to, more than, less than (fewer), most, least. ▶ Given a number, identify one more and one less. ▶ Recognise and create repeating patterns with numbers, objects and shapes. ▶ Identify odd and even numbers linked to counting in twos from 0 and 1. ▶ Solve problems and practical problems involving all of the above.	▶ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. ▶ Represent and use number bonds and related subtraction facts within 20. ▶ Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations). ▶ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	▶ Recall and use doubles of all numbers to 10 and corresponding halves. ▶ 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.



Number – fractions	Geometry – properties of shapes	Measurement
▶ <u>Understand that a fraction can describe part of a whole.</u> ▶ <u>Understand that a unit fraction represents one equal part of a whole.</u> ▶ <u>Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure).</u> ▶ <u>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure).</u>	▶ <u>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</u> ▶ <u>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</u>	▶ Measure and begin to record: - <u>lengths and heights, using non-standard and then manageable standard units (m/cm)</u> - <u>mass/weight, using non-standard and then manageable standard units (kg/g)</u> - <u>capacity and volume using non-standard and then manageable standard units (litres/ml)</u> - <u>time (hours/minutes/seconds)</u> - <u>within children's range of counting competence.</u> ▶ <u>Compare, describe and solve practical problems for:</u> - <u>lengths and heights (for example, long / short, longer / shorter, tall / short, double / half).</u> - <u>mass/weight (for example, heavy / light, heavier than, lighter than).</u> - <u>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</u> - <u>time (for example, quicker, slower, earlier, later).</u> ▶ <u>Recognise and use language relating to dates, including days of the week, weeks, months and years.</u> ▶ <u>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</u> ▶ <u>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</u> ▶ <u>Recognise and know the value of different denominations of coins and notes.</u>
	Geometry – position and direction ▶ <u>Describe movement, including whole, half, quarter and three-quarter turns.</u> ▶ <u>Recognise and create repeating patterns with objects and shapes.</u> ▶ <u>Describe position and direction.</u>	
		Statistics ▶ <u>Sort objects, numbers and shapes to a given criterion and their own.</u> ▶ <u>Present and interpret data in block diagrams using practical equipment.</u> ▶ <u>Ask and answer simple questions by counting the number of objects in each category.</u> ▶ <u>Ask and answer questions by comparing categorical data.</u>