

Reading	Interim pre-key stage 1 standard	Foundations for the expected standard					
Name:							
The pupil can:				Date of Evidence (written, observation)			Other
• Respond speedily by saying or communicating the correct sound for all the letters of the alphabet							
• Blend the sounds for all letters of the alphabet into words ¹							
• Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)							
• Answer literal questions about a familiar book that is read to them.							

1. CVC, CCVC, CVCC words containing letters of the alphabet (e.g. cat, frog, dogs).

Writing	Interim pre-key stage 1 standard	Foundations for the expected standard					
Name:		Text Type					Other
The pupil can:							
• Write the correct letter in response to hearing each sound of the alphabet ²							
• Segment spoken words ³ into sounds and write the letters corresponding to those sounds							
• Form most lower-case letters in the correct direction, starting and finishing in the right place							
• Use spacing between words with support from the teacher (e.g. to remind the pupil to do this)							
• Compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning)							

2. Where pupils are physically unable to write, they can point to the correct letter for the sound. Where pupils are unable to hear, their usual method of communication can be used to instruct them to write the correct letter.

3. CVC, CCVC, CVCC words containing letters of the alphabet (e.g. cat, frog, dogs).

Mathematics	Interim pre-key stage 1 standard	Foundations for the expected standard					
Name:							
The pupil can:	Date of Evidence (written, observation)						Other
<ul style="list-style-type: none"> Demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary <i>(e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).</i> 							
<ul style="list-style-type: none"> Count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number <i>(e.g. identify missing numbers on a number scale from 0 to 20).</i> 							
<ul style="list-style-type: none"> Read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to. 							
<ul style="list-style-type: none"> Use number bonds from 1 to 5 <i>(e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3 + 2, 4 + 1, 5 + 0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. 3 + 2 = 5, therefore 2 + 3 = 5 and 5 – 3 = 2 and 5 – 2 = 3).</i> 							
<ul style="list-style-type: none"> Solve problems involving the addition and subtraction of single digit numbers up to 10. 							
<ul style="list-style-type: none"> The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups <i>(e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).</i> 							