Reading	Interim pre-key stage 2 standards	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.								

Reading	Interim pre-key stage 2 standards	Early development of the expected standard						
Name:								
The pupil can:		Date of Evidence (written, observation)						Other
• Read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary								
• Read many common exception words* (e.g. including the, said, could and some).								
In a book closely matched to the GPCs as above, the pupil can:	• Read aloud many words quickly without the need for overt sounding and and accurately blending							
	• Sound out many unfamiliar words accurately.							
In discussion with the teacher, the pupil can:	• Answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.							

Reading	Interim pre-key stage 2 standards	Growing development of the expected standard in reading						
Name:								
The pupil can:		Date of Evidence (written, observation)						Other
• Read accurately most words of two or more syllables								
• Read most common exception words.*								
In books that are appropriate for the pupil's developmental stage, and with an age-appropriate content, the pupil can:	• Read words accurately and fluently, without the need for overt sounding and blending.							
In a familiar book that they can already read accurately and fluently, the pupil can:	• Make some inferences on the basis of what is being said and done.							

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

Writing	Interim pre-key stage 2 standards	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)*								

Writing	Interim pre-key stage 2 standards	Early development for the expected standard						
Name:		Text Type						Other
The pupil can:								
Write sentences, after discussion with the teacher:	• demarcating some sentences with capital letters and full stops correctly							
	• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly							
	• spelling some common exception words*							
	• forming lower-case letters of the correct size relative to one another in most of their							

Writing	Interim pre-key stage 2 standards	Growing development of the expected standard						
Name:		Text Type						Other
The pupil can:								
Write thematically linked sentences, with meaning, after discussion with the teacher:	• demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks							
	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly							
	• spelling many common exception words*							
	• spelling some words with contracted forms* e.g. I'm, don't.							

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 2 standards	Foundations for the expected standard						
Name:								
The pupil can:		Date of Evidence (written, observation)						Other
• Demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary *(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).*								
• 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 *(e.g. identify missing numbers on a number scale from 0 to 20).*								
• Read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to.								
• Use number bonds from 1 to 5 (*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).*								
• Solve problems involving the addition and subtraction of single digit numbers up to 10.								
• Put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups *(e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).*								

Mathematics	Interim pre-key stage 2 standards	Early development of the expected standard						
Name:								
The pupil can:		Date of Evidence (written, observation)						Other
• Partition and combine numbers using apparatus if required *(e.g. partition 76 into tens and ones [7 tens and 6 ones]; combine 6 tens and 4 ones [64]*								
• Read and write numbers correctly in numerals up to 100 *(e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can say that for 67, the multiples are 60 and 70).*								
• Use number bonds and related subtraction facts within 20 *(e.g. 18 = 9 + □ ; 15 = 6 + □).*								
• Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required *(e.g. 23 + 5; 46 + 20).* They can demonstrate their method using concrete apparatus or pictorial representations.								
• Recall doubles and halves to total 20 *(e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)* and divide simple shapes into halves and quarters.								
• Use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways).								
• Recognise and name a selection of 2D and 3D shapes *(e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).*								

Mathematics	Interim pre-key stage 2 standards	Growing development of the expected standard						
Name:								
The pupil can:		Date of Evidence (written, observation)						Other
• Count in twos, fives and tens from 0 up to 100, identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place..								
• *Work out calculations involving two 2 digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.).*								
• Solve complex missing number problems *(e.g. 14 + □ – 3 = 17; 14 + Δ = 15 + 27).*								
• Solve 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?").*								
• Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given *(e.g. measure using a ruler).*								
• Identify simple properties of 2D and 3D shapes *(e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).*								