

Writing	End of Key Stage 1 statutory assessment	Working towards the expected standard						
Name:		Text Type						Other
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:								
• Demarcating some sentences with capital letters and full stops								
• Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly								
• Spelling some common exception words*								
• Forming lower-case letters in the correct direction, starting and finishing in the right place								
• Forming lower-case letters of the correct size relative to one another in some of the writing								
• Using spacing between words								

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The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:								
• Demarcating most sentences with:	capital letters and full stops							
and with some use of	question marks							
	exclamation marks							
• Using sentences with different forms in their writing:	statements							
	questions							
	exclamations							
	commands							
	capital letters and full stops							
• Using some expanded noun phrases to describe and specify								
• Using present and past tense mostly correctly and consistently								
• Using co-ordination (or / and / but)								
• Using some subordination (when / if / that / because)								
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly								
• Spelling many common exception words*								
• Spelling some words with contracted forms*								
• Adding suffixes to spell some words correctly in their writing, e.g. <i>-ment, -ness, -ful</i> ,								
• Using the diagonal and horizontal strokes needed to join letters in some of their writing								
• Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
• Using spacing between words that reflects the size of the letters								

Writing	End of Key Stage 1 statutory assessment	Working at greater depth within the expected standard						
Name:		Text Type						Other
The pupil can write for different purposes, after discussion with the teacher:								
<ul style="list-style-type: none"> <li>Using the full range of punctuation taught at Key Stage 1 mostly correctly including:</li> </ul>	<ul style="list-style-type: none"> <li>commas to separate items in a list</li> </ul>							
	<ul style="list-style-type: none"> <li>apostrophes to mark singular possession in nouns</li> </ul>							
<ul style="list-style-type: none"> <li>Spelling most common exception words*</li> </ul>								
<ul style="list-style-type: none"> <li>Spelling most words with contracted forms*</li> </ul>								
<ul style="list-style-type: none"> <li>Adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *</li> </ul>								
<ul style="list-style-type: none"> <li>Using the diagonal and horizontal strokes needed to join letters in most of their writing.</li> </ul>								

Reading	End of Key Stage 1 statutory assessment	Working towards the expected standard					
<b>Name:</b>							
The pupil can:		Date of Evidence (written, observation)					Other
• Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*							
• Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*							
• Read many common exception words*.							
In a book closely matched to the GPCs as above, the pupil can:	• Read aloud many words quickly and accurately without overt sounding and blending						
	• Sound out many unfamiliar words accurately.						
In discussion with the teacher, the pupil can:	• Answer questions and make inferences on the basis of what is being said and done in a familiar book that is						

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<b>Name:</b>							
The pupil can:		Date of Evidence (written, observation)					Other
• Read accurately most words of two or more syllables.							
• Read most words containing common suffixes*							
• Read most common exception words*.							
In age-appropriate books, the pupil can:	• Read words accurately and fluently without overt sounding and blending, <i>e.g. at over 90 words per minute</i>						
	• Sound out most unfamiliar words accurately, and without undue hesitation.						
In a familiar book that they can already read accurately and fluently, the pupil can:	• Check it makes sense to them						
	• Answer questions and make some inferences on the basis of what is being said and done.						

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<b>Name:</b>							
The pupil can in a book they are reading independently:		Date of Evidence (written, observation)					Other
• Make inferences on the basis of what is said and done							
• Predict what might happen on the basis of what has been read so far							
• Make links between the book they are reading and other books they have read.							

Mathematics	End of Key Stage 1 statutory assessment	Working towards the expected standard						
<b>Name:</b>								
The pupil can:		Date of Evidence (written, observation)						Other
<ul style="list-style-type: none"> <li>Demonstrate an understanding of place value, though may still need to use apparatus to support them <i>(e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as <math>35 &lt; 53</math> and <math>42 &gt; 36</math>).</i></li> </ul>								
<ul style="list-style-type: none"> <li>Count in twos, fives and tens from 0 and use counting strategies to solve problems <i>(e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).</i></li> </ul>								
<ul style="list-style-type: none"> <li>Read and write numbers correctly in numerals up to 100 <i>(e.g. can write the numbers 14 and 41 correctly).</i></li> </ul>								
<ul style="list-style-type: none"> <li>Use number bonds and related subtraction facts within 20 <i>(e.g. <math>18 = 9 + ?</math>; <math>15 = 6 + ?</math>).</i></li> </ul>								
<ul style="list-style-type: none"> <li>Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required <i>(e.g. <math>23 + 5</math>; <math>46 + 20</math>),</i></li> </ul>								
<ul style="list-style-type: none"> <li>They can demonstrate their method using concrete apparatus or pictorial representations.</li> </ul>								
<ul style="list-style-type: none"> <li>Recall doubles and halves to 20 <i>(e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).</i></li> </ul>								
<ul style="list-style-type: none"> <li>Can recognise and name ... from a group of shapes or from pictures of the shapes</li> </ul>	<ul style="list-style-type: none"> <li>triangles</li> </ul>							
	<ul style="list-style-type: none"> <li>rectangles</li> </ul>							
	<ul style="list-style-type: none"> <li>squares</li> </ul>							
	<ul style="list-style-type: none"> <li>circles</li> </ul>							
	<ul style="list-style-type: none"> <li>cuboids</li> </ul>							
	<ul style="list-style-type: none"> <li>cubes</li> </ul>							
	<ul style="list-style-type: none"> <li>pyramids</li> </ul>							
	<ul style="list-style-type: none"> <li>spheres</li> </ul>							

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<b>Name:</b>							
The pupil can:	Date of Evidence (written, observation)						Other
<ul style="list-style-type: none"> <li>Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).</li> </ul>							
<ul style="list-style-type: none"> <li>Add 2 two-digit numbers within 100 (e.g. 48 + 35) and</li> </ul>							
<ul style="list-style-type: none"> <li>Demonstrate their method using concrete apparatus or pictorial representations.</li> </ul>							
<ul style="list-style-type: none"> <li>Use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).</li> </ul>							
<ul style="list-style-type: none"> <li>Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 - 33).</li> </ul>							
<ul style="list-style-type: none"> <li>Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems</li> </ul>							
<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins).</li> </ul>							
<ul style="list-style-type: none"> <li>Can identify ... and knows that all parts must be equal parts of the whole.</li> </ul>	<ul style="list-style-type: none"> <li>1/3</li> </ul>						
	<ul style="list-style-type: none"> <li>1/4</li> </ul>						
	<ul style="list-style-type: none"> <li>1/2</li> </ul>						
	<ul style="list-style-type: none"> <li>2/4</li> </ul>						
	<ul style="list-style-type: none"> <li>3/4</li> </ul>						
<ul style="list-style-type: none"> <li>Use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).</li> </ul>							
<ul style="list-style-type: none"> <li>Read scales in divisions of ... in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</li> </ul>	<ul style="list-style-type: none"> <li>ones</li> </ul>						
	<ul style="list-style-type: none"> <li>twos</li> </ul>						
	<ul style="list-style-type: none"> <li>fives</li> </ul>						
	<ul style="list-style-type: none"> <li>tens</li> </ul>						
<ul style="list-style-type: none"> <li>Read the time on the clock to the nearest 15 minutes.</li> </ul>							
<ul style="list-style-type: none"> <li>Describe properties of ... shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</li> </ul>	<ul style="list-style-type: none"> <li>2-D shapes</li> </ul>						
	<ul style="list-style-type: none"> <li>3-D shapes</li> </ul>						

Mathematics	End of Key Stage 1 statutory assessment	Working at greater depth within the expected standard					
<b>Name:</b>							
The pupil can:	Date of Evidence (written, observation)						Other
<ul style="list-style-type: none"> <li>Reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).</li> </ul>							
<ul style="list-style-type: none"> <li>Use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5).</li> </ul>							
<ul style="list-style-type: none"> <li>Work out mental calculations where regrouping is required (e.g. <math>52 - 27</math>; <math>91 - 73</math>).</li> </ul>							
<ul style="list-style-type: none"> <li>Solve more complex missing number problems (e.g. <math>14 + \square = 17</math>; <math>14 + \Delta = 15 + 27</math>).</li> </ul>							
<ul style="list-style-type: none"> <li>Determine remainders given known facts (e.g. given <math>15 \div 5 = 3</math> and has a remainder of 0, pupil recognises that <math>16 \div 5</math> will have a remainder of 1; knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</li> </ul>							
<ul style="list-style-type: none"> <li>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?).</li> </ul>							
<ul style="list-style-type: none"> <li>Recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>).</li> </ul>							
<ul style="list-style-type: none"> <li>Find and compare fractions of amounts (e.g. <math>\frac{1}{4}</math> of £20 = £5 and <math>\frac{1}{2}</math> of £8 = £4 so <math>\frac{1}{4}</math> of £20 is greater than <math>\frac{1}{12}</math> of £8).</li> </ul>							
<ul style="list-style-type: none"> <li>Read the time on the clock to the nearest 5 minutes.</li> </ul>							
<ul style="list-style-type: none"> <li>Read scales in divisions of ... in a practical situation where not all numbers on the scale are given.</li> </ul>	<ul style="list-style-type: none"> <li>ones</li> </ul>						
	<ul style="list-style-type: none"> <li>twos</li> </ul>						
	<ul style="list-style-type: none"> <li>fives</li> </ul>						
	<ul style="list-style-type: none"> <li>tens</li> </ul>						
<ul style="list-style-type: none"> <li>Describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).</li> </ul>							

**Name:**

The first statements relate to **working scientifically**, which must be taught through, and clearly related to, the teaching of the substantive science content in the programme of study.

The pupil can:	Evidence						Other
• Ask their own questions about what they notice							
• Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:	• observing changes over time						
	• noticing similarities, differences and patterns						
	• grouping and classifying things						
	• carrying out simple comparative tests						
	• finding things out using secondary sources of information						
• Use appropriate scientific language from the National Curriculum to communicate their ideas in a variety of ways, what they do and what they find out.							

The remaining statements relate to the **science content**.

The pupil can:	Evidence						Other
• Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans							
• Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults							
• Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants							
• Identify whether things are alive, dead or have never lived							
• Describe and compare the observable features of animals from a range of groups							
• Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.							
• Describe seasonal changes.							
• Name different plants and animals and describe how they are suited to different habitats.							
• Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.							