

Assessment Criteria

Reading Year 1

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		

Talk for Reading	1. Discuss the significance of the title and events		
	2. Participate in discussions, taking turns and listening to what others say with support		
	3. Explain clearly their understanding of what is read to them. Talk about key events in the story using simple story language		
Range and Personal Reading	4. Listen to and discuss a wide range of stories, poems and non-fiction that cannot yet be read independently		
	5. Become very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics		
	6. Recognise and join in with predictable phrases		
	7. Re-read books read to them by adults and talk about their own experiences when discussing books		
Comprehension	8. Draw on what they already know or on background information and vocabulary provided by the teacher		
	9. Check that the text they read makes sense to them and be able to correct inaccurate reading		
	10. Make inferences on the basis of what is being said and done		
	11. Predict what might happen on the basis of what has been read so far		
	12. Discuss word meanings, linking new meanings to those already known		
Word Reading	13. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes		
	14. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (including words of more than one syllable)		
	15. Read common exception words NATIONAL CURRICULUM APPENDIX 1 (e.g. you, could, many or people)		
	16. Read many common words containing GPCs taught so far (e.g. shout, hand, stop, or dream) without needing to blend the sounds out loud first and -s, -es, -ing, -ed, -er and -est endings		
	17. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)		
	18. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words		
Drama & Presentation	19. Learn to enjoy rhymes and poems, and recite some by heart		

Yellow/Blue – Below	Green/Orange – Working Towards	Turquoise – On Track	Purple/Gold – Greater Depth		
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Assessment Criteria

Writing Stage 1

Name:		Class:	Year:	TEACHER ASSESSMENT
Start score:	Target Score:	End Score:		

SPELLING	
1. Spell words containing each of the 40+ phonemes already taught, common exception words and days of the week	
2. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound	
3. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	
4. Use the prefix un- and suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words	
5. Write from memory simple dictated sentences inc the words taught so far	
HANDWRITING	
6. Begin to form lower-case letters in the correct direction, starting and finishing in the right place	
7. Form capital letters and digits 0 – 9	
8. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)	
COMPOSITION	
9. Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it	
10. Write sentences: sequencing sentences to form short narratives	
11. Write sentences: re-reading what they have written to check that it makes sense	
12. Discuss what they have written with the teacher or other pupils	
13. Read aloud their writing clearly enough to be heard by their peers and the teacher	
GRAMMAR AND PUNCTUATION	
14. Leave spaces between words	
15. Join words and clauses using <i>and</i>	
16. Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark	
17. Use capital letters for names of people, places, days of the week, personal pronoun ‘I’	

Assessment Criteria

Mathematics Year 1

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		

Place Value	1. 1a. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. 1b. Count, read and write numbers to 100 in numerals.		
	2. Count in multiples of twos, fives and tens.		
	3. Given a number, identify one more and one less.		
	4. 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.		
	5. Read and write numbers from 1 to 20 in numerals and words.		

Add and Sub	6. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.		
	7. Represent and use number bonds and related subtraction facts within 20.		
	8. Add and subtract one-digit and two-digit numbers to 20, including zero.		
	9. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.		

	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.		
Fractions	11. Recognise, find and name a half as one of two equal parts of an object, shape or quantity.		
	12. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		

MEASURE	13. Compare, describe & solve practical probs for: lengths/heights; mass/weight; capacity/volume; time.		
	14. Measure and begin to record the following: lengths/heights; mass/weight; capacity/volume; time (hours, minutes, seconds).		
	15. Recognise and know the value of different denominations of coins and notes.		
	16. Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.		
	17. Recognise and use language relating to dates, including days of the week, weeks, months and years.		
	18. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		
GEOM	19. Recognise and name common 2-D shapes (e.g. rectangles, circles and triangles) and 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).		
	20. Describe position, directions and movements, including half, quarter and three-quarter turns.		