

| Year 1 Assessing Maths | | Autumn | Spring | Summer |
|---------------------------|---|--------|--------|--------|
| | I can count reliably to 100 | | | |
| | I can count on in 1s, 2s, 5s, and 10s from any given number to 100 | | | |
| | I write all numbers in words to 20 | | | |
| | I can say the number that is one more or one less than a number to 100 | | | |
| | I can recall all pairs of addition and subtraction number bonds to 20 | | | |
| | I can add and subtract 1-digit and 2-digit numbers to 20, including zero | | | |
| | I can solve a missing number problem, such as: $5 = 8 -$ | | | |
| | I can solve a one-step problem involving addition and subtraction, using concrete objects, pictorial representations and arrays | | | |
| | I can solve a one-step problem involving multiplication and division, using concrete objects and pictorial representations | | | |
| | I recognise half and a quarter as being one of two or four equal parts of numbers or shapes | | | |
| | I recognise all coins: £1; 50p; 20p; 10p; 5p; 2p and 1p | | | |
| | I use the terms 'before', 'after', 'next', 'tomorrow', 'yesterday' and 'later' accurately, I can name the days,of the week and months of the year | | | |
| | I can measure and begin to record the following: length and heights; capacity and volume | | | |
| | I can tell the time to o'clock and half past the hour | | | |
| | I recognise and name the 2D shapes: circle; triangle; square and oblong | | | |
| | I recognise and name the 3D shapes: cube; sphere; cuboid | | | |
| | I can count reliably to and beyond 100 with confidence | | | |
| | I can add and subtract 1-digit and 2-digit numbers to 20 at speed | | | |
| | I can count on and back in 1s, 2s, 5s and 10s in context | | | |
| | I rarely make a mistake when using Year 1 objectives | | | |
| | I use the terms 'more than' and 'less than' in reference to numbers | | | |
| | I can apply knowledge of numbers to solve a one-step problem involving addition, subtraction and simple multiplication and division | | | |
| | I recognise all coins and notes and know their value | | | |
| | I can use coins to pay for items bought up to £1 | | | |
| | I use my knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc. | | | |
| | I recognise different 2D and 3D shapes in the environment | | | |
| | I can explain all Year 1 number operations to others in my class | | | |

| Year 1 Assessing Writing | Autumn | Spring | Summer |
|---|---------------|---------------|---------------|
| I can sit correctly at a table, holding my pencil comfortably and correctly | | | |
| I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and I practise these | | | |
| I use knowledge of alternative phonemes to narrow down possibilities for accurate spelling | | | |
| I use letter names to show alternative spellings of the same phoneme | | | |
| I begin to form lower case letters in the correct direction, starting and finishing in the right place | | | |
| I identify known phonemes in unfamiliar words | | | |
| I use the spelling rule for adding s or es for verbs in the third person singular | | | |
| I form capital letters and the digits 0-9 correctly | | | |
| I use syllables to divide words when spelling | | | |
| I name the letters of the alphabet in order | | | |
| I can compose a sentence orally before writing it | | | |
| I can re-read what I have written to check that it makes sense | | | |
| I use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' | | | |
| I use the suffixes: s, es, ed, er and ing within my writing | | | |
| I sequence sentences to form short narratives | | | |
| I leave spaces between words | | | |
| I use 'and' to join sentences together | | | |
| I sequence sentences in chronological order to recount an event or an experience | | | |
| I begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark | | | |
| I know how the prefix 'un' can be added to words to change meaning | | | |
| I can write a short story about something personal to me | | | |
| I am confident in changing the way my sentences start | | | |
| I know which letters sit below the line and which are tall letters | | | |
| I can spell almost all words in the Year 1 and 2 list accurately | | | |
| I can sequence a short story or series of events related to my learning in science, history and geography | | | |
| I can make my sentences longer and use words other than 'and' and 'then' to join my ideas together | | | |
| I am consistent in my use of lower case and capital letters | | | |
| My writing makes sense to the reader without me having to add any further explanation | | | |
| I use new vocabulary for the first time in a story or explanations and I am excited about experimenting with new vocabulary | | | |
| I sound out my spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words | | | |

| Year 1 Assessing Reading | | Autumn | Spring | Summer |
|-----------------------------|--|--------|--------|--------|
| | I can match all graphemes to their 44 phonemes (Phase 3) | | | |
| | I can read compound words, for example, football, playground, farmyard, bedroom | | | |
| | I can read words containing 's, es, ing, ed, er, est' endings | | | |
| | I can read words of more than one syllable that contain taught grapheme, phoneme correspondence, i.e. GPCs | | | |
| | I can blend sounds in unfamiliar words | | | |
| | I can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | | | |
| | I can read words which have the prefix-un added | | | |
| | I can divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset | | | |
| | I can read phonically decodable texts with confidence | | | |
| | I can add the endings –ing, -ed and –er to verbs where no change is needed to the root word | | | |
| | I can say what I like or dislike about a text | | | |
| | I can talk about the main characteristics in a story I know well | | | |
| | I can check that the text makes sense to me as I read and correct inaccurate reading | | | |
| | I can explain what I understand about a text | | | |
| | I can link what I read or hear being read to me to my own experiences | | | |
| | I can learn some poems and rhymes by heart | | | |
| | I begin to draw inferences from the text and/or the illustrations | | | |
| | I can retell key stories orally using language used in stories | | | |
| | I use prior knowledge, context and vocabulary provided to understand texts | | | |
| | I make predictions based on the events in the text | | | |
| | I can use my phonic knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently | | | |
| | I readily and confidently ask questions to clarify understanding | | | |
| | I can make suggestions about events and characters in the books I read which go beyond what is written in the text | | | |
| | I can respond personally to poetry that I read | | | |
| | I read for an extended period because I really enjoy stories | | | |
| | I can explain to others why I have enjoyed a book and can summarise the story if asked to do so | | | |
| | I can express a preference for the type of book I enjoy and can explain why I like that type of book | | | |
| | I am beginning to use some of the features I see in the books I read in my own writing, e.g. repeated texts | | | |
| | I am aware that I will learn a great deal from non-fiction books | | | |
| | My reading makes me think deeply about things which are associated with the stories I read | | | |
| | I can explain the difference between a fiction and a non-fiction book and can talk about the way each is organised | | | |