

Writing

Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), 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 and making phonically-plausible attempts at others		
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		

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
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 of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
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		

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

Maths

Working Towards the Expected Standard:

The pupil(s) can:	
The pupil can read and write numbers in numerals up to 100.	
The pupil can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.	
The pupil can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).	
The pupil can recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$).	
The pupil can count in twos, fives and tens from 0 and use this to solve problems.	
The pupil can know the value of different coins.	
The pupil can name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	

Working at the Expected Standard:

The pupil(s) can:	
The pupil can read scales in divisions of ones, twos, fives and tens.	
The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).	
The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).	
The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	
The pupil can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.	
The pupil can use different coins to make the same amount.	
The pupil can read the time on a clock to the nearest 15 minutes.	
The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

Working at Greater Depth

The pupil(s) can:	
The pupil can read scales where not all numbers on the scale are given and estimate points in between.	
The pupil can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.	
The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \dots$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)	
The pupil can solve unfamiliar 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?').	
The pupil can read the time on a clock to the nearest 5 minutes.	
The pupil can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).	

Reading

Working Towards the Expected Standard:

The pupil(s) can:	
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.*	
read aloud many words quickly and accurately without overt sounding and blending in texts closely matched to the same GPCs.	
sound out many unfamiliar words accurately in texts closely matched to the same GPCs.	
answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.	

Working at the Expected Standard:

The pupil(s) can:	
read accurately most words of two or more syllables.	
read most words containing common suffixes.*	
read most common exception words.*	
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
sound out most unfamiliar words accurately, without undue hesitation.	
check a familiar text, which they can read accurately and fluently, makes sense to them.	
answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

Working at Greater Depth within the Expected Standard:

The pupil(s) can:	
make inferences on the basis of what is said and done in a text they can read independently.	
predict what might happen on the basis of what has been read so far in a text they can read independently.	
make links between the text they are reading and other texts they have read (in texts that they can read independently).	