



Key Performance Indicators for the end of Year 1

Reading

- I accurately read aloud, showing an awareness of punctuation, texts.
- I respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
- I read by segmenting and blending sounds in unfamiliar words, including pseudo-words and words of two syllables.
- I can read common exception and most tricky words (up to and including Phase 5).
- I participate in discussions and listen to what others have to say about stories that have been read.
- I join in with others when reciting rhymes and poems.
- I can recall or retell some key stories and tales.
- I check that the text makes sense to me as I read and I correct my reading if it is wrong.
- I make simple predictions based on book cover, title etc and based on what I have read so far.
- I can recall, retell and explain clearly my understanding of what has been read to me.
- I locate explicit information in texts to answer simple questions.
- I identify and recognise differences between fiction and non-fiction texts.

Writing

- I accurately form lower-case letters in the correct direction, starting and finishing in the right place.
- I form 75% of upper case letters correctly.
- I always leave spaces between words.
- I correctly spell words containing each of the graphemes (up to and including phase 5) and make phonetically plausible attempts at unfamiliar words.
- In my writing, at least half of the spellings from NC List are spelt accurately.
- I can spell most common exception words correctly.
- I name the letters of the alphabet in order and can use letter names to give spellings.
- In my independent writing:
 - I punctuate sentences with a capital letter and full stop and use a capital for the pronoun 'I'.
 - I use ANY connectives, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.
 - I show an awareness of the appropriate tense for my writing (e.g. past tense for a story or recount).
- After discussion with my teacher, I sequence sentences to form short narratives.
- My writing can be read without my help.
- I can read back what I have written to myself and others and check that it makes sense.
- I use appropriate vocabulary (should be coherent and sensible) in more than 3 statements, linked to the appropriate context.

Year 1 Maths

- I can count (forwards and backwards), read and write numbers to 100 in numerals.
- I can count in multiples of two, five and ten.
- Given a number, I can identify one or ten more and one less.
- I can demonstrate an understanding of place value by stating how many tens and how many ones are in a number.
- I represent and use number bonds and related subtraction facts within 20.
- I can add and subtract a two digit number and ones or tens (where no regrouping is required) and can demonstrate my method using apparatus.
- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
- I recognise odd and even numbers to 20.
- I can recognise, find and name a half and a quarter as one of 2 equal parts of an object, shape or quantity.
- I can recall doubles and halves to 20 (up to double 10 = 20, half of 20 = 10).
- I can compare, describe and solve practical problems for:
 - Lengths and heights e.g. long/short, longer/shorter, tall/short, double/half;
 - Mass/weight e.g. heavy/light, heavier than, lighter than;
 - Capacity and volume e.g. full/empty, more than, less than, half, half full, quarter; and
 - Time e.g. quicker, slower, earlier, later.
- I recognise the value of different coins.
- I can tell the time to the hour and half past the hour.
- I can recognise, name and sort common 2D and 3D shapes, including:
 - 2D shapes e.g. rectangles, (including squares), circles and triangles;
 - 3D shapes e.g. cuboids (including cubes), pyramids and spheres.
- I can interpret simple pictograms, tables and diagrams.