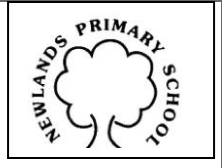


KS1 Progress Checker

Year 1 - Reading



| End of Year Expectation | Date Met | | | |
|--|-----------|------------|-----------|--------|
| | Beginning | Developing | Developed | Secure |
| Match all 40+ graphemes to their phonemes (Phase 3) | | | | |
| Blend sounds in unfamiliar words | | | | |
| Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset | | | | |
| Read compound words, for example, football, playground, farmyard, bedroom | | | | |
| Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | | | | |
| Read phonically decodable texts with confidence | | | | |
| Read words containing 's, es, ing, ed, er, est' endings | | | | |
| Read words which have the prefix –un added | | | | |
| Add the endings –ing, –ed and –er to verbs where no change is needed to the root word | | | | |
| Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) | | | | |
| Say what they like or dislike about a text | | | | |
| Link what they read or hear read to their own experiences | | | | |
| Retell key stories orally using narrative language | | | | |
| Understand and talk about the main characteristics within a known key story | | | | |
| Learn some poems and rhymes by heart | | | | |
| Use prior knowledge, context and vocabulary provided to understand texts | | | | |
| Check that the text makes sense to them as they read and correct miscues | | | | |
| Begin to draw inferences from the text and/or the illustrations | | | | |
| Make predictions based on the events in the text | | | | |
| Explain what they understand about a text | | | | |

Beginning = Can do it, with support

Developing = Can do it independently, most correct

Developed = Can do it independently, consistently

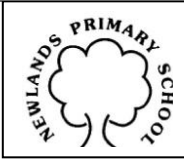
Secure = Can do it independently, consistently and across the curriculum

Greater Depth = See separate criteria

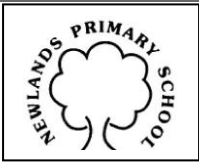


KS1 Progress Checker

Year 1 – Reading Greater Depth



| End of Year Expectation | Date Met | | | |
|---|----------|--|--|--|
| Read accurately and confidently words of 2 or more syllables | | | | |
| Talk about favourite authors or genre of books | | | | |
| Can predict what happens next in familiar stories | | | | |
| Happy to read aloud in front of others | | | | |
| Tell someone about likes and dislikes related to story they have read or a story they have had read to them | | | | |
| Read a number of signs and labels in the environment drawing from phonic knowledge when doing so | | | | |
| Aware of mistakes made because reading does not make sense | | | | |
| Re-read a passage if unhappy with own comprehension | | | | |
| Growing awareness of how non-fiction texts are organized | | | | |
| Use illustrations as an important feature in aiding reading | | | | |



KS1 Progress Checker

Year 1 - Writing



| End of Year Expectation | Date Met | | | |
|---|-----------|------------|-----------|--------|
| | Beginning | Developing | Developed | Secure |
| Sequencing sentences to form a short narrative about their own and others' experiences (real and fiction): | | | | |
| Demarcating many sentences with capital letters and full stops | | | | |
| Using co-ordination (and) | | | | |
| Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly(L&S: Phase 5/RWI: Set 1 & set 2) | | | | |
| Spelling some correct (L&S: Phase 5/RWI: Set 3) vowel choices, e.g. day/dai, make/maik, train/trane | | | | |
| Spelling many common exception words (Eng NC pg.44) (RWI: red words) | | | | |
| Mostly using spelling rule for adding s or es as the plural marker for nouns and the 3rd person singular marker for verbs (Eng NC pg.51) | | | | |
| Using the prefix un- | | | | |
| Using ing/ed/er/est where no changed is needed in the spelling of most root words | | | | |
| Apply simple spelling rules e.g. spell days of week and some compound words (Eng NC pg. 12-13) | | | | |
| Writing capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters | | | | |
| Using correctly capital letters for most names of people, places, days of week and personal pronoun | | | | |
| Using spacing between words that reflects the size of the letters. | | | | |

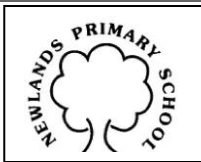
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Greater Depth = See separate criteria

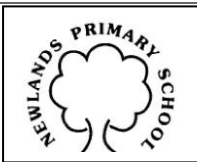


KS1 Progress Checker

Year 1 – Writing Greater Depth

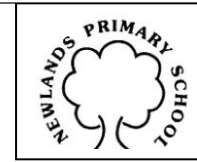


| End of Year Expectation | Date Met | | | |
|---|----------|--|--|--|
| Write short stories about something personal to them | | | | |
| Sequence a short story or series of events related to learning in science, history and geography | | | | |
| Writing makes sense to the reader without additional explanation | | | | |
| Confident in changing the way sentences start | | | | |
| Make sentences longer and use words other than 'and' and 'then' to join ideas together | | | | |
| Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary | | | | |
| Know which letters sit below the line and which are tall letters | | | | |
| Consistent in use of lower case and capital letters | | | | |
| Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words | | | | |
| Spell almost all words in the Year 1 and 2 list accurately. | | | | |



KS1 Progress Checker

Year 1 - Mathematics



| End of Year Expectation | Date Met | | | |
|--|-----------|------------|-----------|--------|
| | Beginning | Developing | Developed | Secure |
| Count reliably to 100 | | | | |
| Count on and back in 1s, 2s, 5s, and 10s from any given number to 100 | | | | |
| Write all numbers in words to 20 | | | | |
| Say the number that is one more or one less than a number to 100 | | | | |
| Recall all pairs of additions and subtractions number bonds to 20 | | | | |
| Add and subtract 1-digit and 2-digit numbers to 20, including zero | | | | |
| Know the signs (+); (-) and (=) | | | | |
| Solve a missing number problem, such as: $5 = 8 -$ | | | | |
| Solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays | | | | |
| Solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays | | | | |
| Recognise all coins: £1; 50p; 20p; 10p; and 1p | | | | |
| Recognise and name the 2D shapes: circle; triangle; square and oblong | | | | |
| Recognise and name the 3D shapes: cube; sphere; cuboid | | | | |
| Name the days of the week and months of the year | | | | |
| Tell the time to 'o'clock' and half past the hour | | | | |

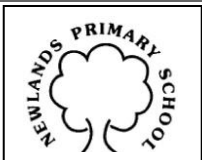
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Developed = Can do it independently, consistently

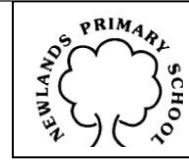
Secure = Can do it independently, consistently and across the curriculum

Greater Depth = See separate criteria



KS1 Progress Checker

Year 1 – Mathematics Greater Depth



| End of Year Expectation | Date Met | | | |
|--|----------|--|--|--|
| Count reliably well beyond 100 | | | | |
| Count on and back in 3s from any given number to beyond 100 | | | | |
| Say the number that is 10 more or 10 less than a number to 100 | | | | |
| Know the signs (+); (-); (=); (<); (>) | | | | |
| Apply knowledge of number to solve a one-step problem involving a addition, subtraction and simple multiplication and division | | | | |
| Add and subtract 1-digit and 2-digit numbers to 50, including zero | | | | |
| Recognise all coins and notes and know their value | | | | |
| Use coins to pay for items bought up to £1 | | | | |
| Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc. | | | | |
| Recognise different 2D and 3D shapes in the environment | | | | |