**Assessment criteria for Reading**

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| **Learning Objectives** | **Key Indicators** |
| To read words accurately | * Apply phonic knowledge and skills as the route to decode words. * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. * Read other words of more than one syllable that contain taught GPCs. * Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). * Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. * Re-read these books to build up fluency and confidence in word reading. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * • Re-read books to build up fluency and confidence in word reading. |
| To understand texts | * Discuss events. * Predict events. * Link reading to own experience. * Join in with stories or poems. * Check that reading makes sense and self-correct. * Infer what characters are like from actions. * Ask and answer questions about texts. * Discuss favourite words and phrases. * Listen to and discuss a wide range of texts. * Recognise and join in with (including role-play) recurring language. * Explain and discuss understanding of texts. * Discuss the significance of the title and events. * • Make inferences on the basis of what is being said and done. |

**Assessment criteria for Writing**

**Composition**

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| **Learning Objectives** | **Key Indicators** |
| To write with purpose | * Say first and then write to tell others about ideas. * Write for a variety of purposes. * Plan by talking about ideas and writing notes. * Use some of the characteristic features of the type of writing used. * Write, review and improve. |
| To use imaginative description | * Use adjectives to add detail. * Use names of people, places and things. * Use well-chosen adjectives. * Use nouns and pronouns for variety. * Use adverbs for extra detail. |
| To organise writing appropriately | * Re-read writing to check it makes sense. * Use the correct tenses. * Organise writing in line with its purpose. |
| To use paragraphs | * Write about more than one idea. * Group related information. |
| To use sentences appropriately | * Write so that other people can understand the meaning of sentences. * Sequence sentences to form a short narrative. * Convey ideas sentence by sentence. * Join sentences with conjunctions and connectives. * Vary the way sentences begin. |

**Transcription**

| **Learning Objectives** | **Key Indicators** |
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| To present neatly | * Sit correctly and hold a pencil correctly. * Begin to form lower-case letters correctly. * Form capital letters. * Form digits 0-9. * Understand letters that are formed in similar ways. * Form lower-case letters of a consistent size. * Begin to join some letters. * Write capital letters and digits of consistent size. * Use spacing between words that reflects the size of the letters. |
| To spell correctly | * Spell words containing 40+ learned phonemes. * Spell common exception words (the, said, one, two and the days of the week). * Name letters of the alphabet in order. * Use letter names to describe spellings of words. * Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**). * Use the prefix un. * Use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**. * Use spellings rules. * Write simple sentences dictated by the teacher. * Spell by segmenting words into phonemes and represent them with the   correct graphemes.   * Learn some new ways to represent phonemes. * Spell common exception words correctly. * Spell contraction words correctly (can’t, don’t). * Add suffixes to spell longer words (-ment, -ness, -ful and -less). * Use the possessive apostrophe. (singular) (for example, the girl's book) * • Distinguish between homophones and near-homophones. |
| To punctuate accurately | * Leave spaces between words. * Use the word ‘and’ to join words and sentences. * Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. * Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. * Use sentences with different forms: statement, question, exclamation and command. * Use extended noun phrases to describe and specify (e.g. the blue butterfly). * Use subordination (when, if, that or because). * Use coordination (or, and, but). * Use some features of standard written English. * • Use the present and past tenses correctly, including the progressive form. |

**Analysis and Presentation**

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| **Learning Objectives** | **Key Indicators** |
| To analyse writing | * Discuss writing with the teacher and other pupils. * Use and understand grammatical terminology in discussing writing: * word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. * Use and understand grammatical terminology in discussing writing: * • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. |
| To present writing | * Read aloud writing clearly enough to be heard by peers and the teacher. * • Read aloud writing with some intonation. |

**Assessment criteria for Maths**

| **Learning Objectives** | **Key Indicators** | |
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| To know and use numbers | Counting | * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. * Given a number, identify one more and one less. * • Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. |
| Representing | * Identify, represent and estimate numbers using different representations, including the number line. * • Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words. |
| Comparing | * Use the language of: equal to, more than, less than (fewer), most and least. * • Compare and order numbers from 0 up to 100; use <, > and = signs. |
| Place value | * • Recognise the place value of each digit in a two-digit number (tens, ones). |
| Solving problems | * • Use place value and number facts to solve problems. |
| To add and subtract | Complexity | * Solve one-step problems with addition and subtraction: * Using concrete objects and pictorial representations including those involving numbers, quantities and measures. * Using the addition (+), subtraction (-) and equals (=) signs. * • Applying their increasing knowledge of mental and written methods. |
| Methods | * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * One-digit and two-digit numbers to 20, including zero. * A two-digit number and ones. * A two-digit number and tens. * Two two-digit numbers. * Adding three one-digit numbers. * • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |
| Checking | * • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. |
| Using number facts | * Represent and use number bonds and related subtraction facts within 20. * • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |
| To multiply and divide | Complexity | * • 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. |
| Methods | * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (.), division (÷) and equals (=) signs. * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. * • Solve problems involving multiplication and division using mental methods. |
| Checking | * • Use known multiplication facts to check the accuracy of calculations. |
| Using multiplication and division facts | * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. * Recognise odd and even numbers. * • Use multiplication and division facts to solve problems. |
| To use fractions | Recognising fractions | * Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. * • Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. |
| Equivalence | * • Recognise the equivalence of 2/4 and 1/2. |
| Solving problems | * • Write simple fractions for example, 1/2 of 6 = 3. |
| To understand the properties of shapes | * Recognise and name common 2D and 3D shapes. * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. * Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. * Identify 2-D shapes on the surface of 3-D shapes. * • Compare and sort common 2-D and 3-D shapes and everyday objects. | |
| To describe position, direction and movement | * Describe position, direction and movement, including whole, half, quarter and three-quarter turns. * Order and arrange combinations of mathematical objects in patterns and sequences. * • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | |
| To use measures | * Compare, describe and solve practical problems for: * •lengths and heights. * •mass/weight. * •capacity and volume. * •time. * Measure and begin to record: * •lengths and heights. * •mass/weight. * •capacity and volume. * •time. (hours, minutes, seconds). * Recognise and know the value of different denominations of coins and notes. * Sequence events in chronological order using language. * Recognise and use language relating to dates, including days of the week, weeks, months and years. * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. * Compare and order lengths, mass, volume/capacity and record the results using >, < and =. * Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. * Find different combinations of coins that equal the same amounts of money. * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. * Compare and sequence intervals of time. * Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. * • Know the number of minutes in an hour and the number of hours in a day. | |
| To use statistics | • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  • Ask and answer questions about totalling and comparing categorical data. | |
| To use algebra | • Solve addition and subtraction problems involving missing numbers. | |
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