**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.
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| 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.
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**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.
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**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.
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**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.
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**Assessment criteria for Maths**

| **Learning Objectives** | **Key Indicators** |
| --- | --- |
| 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.
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| 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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