



Key Performance Indicators for the end of Year 1

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<p>By the end of Year 1 a child should be able to:</p> <p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Reads accurately by blending sounds in unfamiliar words</p> <p>Reads common exception words</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; • becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read; • as they read, correcting inaccurate reading; • discussing the significance of the title and events; and • predicting what might happen on the basis of what has been read so far. 	<p>By the end of Year 1 a child should be able to:</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives; • re-reading what has been written to check that it makes sense. • Spells words containing each of the 40+ phonemes already taught <p>Names the letters of the alphabet in order</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>By the end of Year 1 a child should be able to:</p> <p>Number and place value Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number</p> <p>Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens</p> <p>Given a number, identifies one more and one less</p> <p>Addition and subtraction Represents and uses number bonds and related subtraction facts within 20</p> <p>Fractions (including decimals) Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</p> <p>Measurement Compares, describes and solves practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights eg long/short, longer/shorter, tall/short, double/half; • mass/weight eg heavy/light, heavier than, lighter than; • capacity and volume eg full/empty, more than, less than, half, half full, quarter; and • time eg quicker, slower, earlier, later <p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</p> <p>Properties of shape Recognises and names common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2-D shapes eg rectangles (including squares), circles and triangles; • 3-D shapes eg cuboids (including cubes), pyramids and spheres.