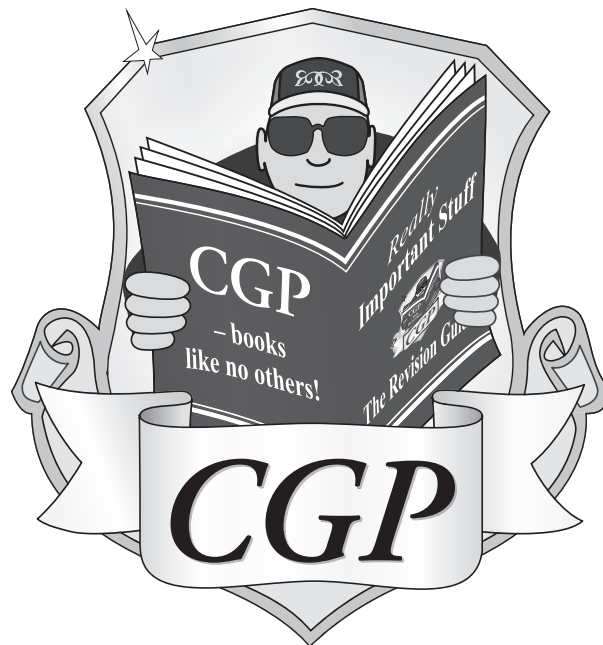


Name: Teacher: Class:

Key Stage One

English • Maths • Science



Year **1**

Pupil Progress Booklet

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English



Reading — Word Reading		
I can use my knowledge of phonic rules to spell and pronounce words.		
I can use my knowledge of graphemes to sound out new words quickly, including graphemes which represent more than one sound.		
I can read new words accurately by blending sounds, using my knowledge of phonic rules.		
I can read words that are common exceptions to phonic rules, and identify unusual pairs of letters and sounds in these words.		
I can read words that follow phonic rules I have been taught and end in 's', 'es', 'ing', 'ed', 'er' and 'es'.		
I can read words with multiple syllables containing graphemes I have been taught.		
I can read contractions and I understand that the apostrophe represents the missing letter(s).		
I can accurately read books aloud when the words follow phonic rules I have been taught.		
I can reread books to increase my fluency and confidence.		



Reading — Comprehension		
I have listened to and discussed fiction, poetry and non-fiction that is above the level I can read on my own.		
I can compare what I read or hear with my own experiences.		
I can retell and explain the features of well-known stories, fairy stories and traditional tales.		
I can recognise and complete predictable phrases.		
I can appreciate rhymes and poetry, and can recite some by heart.		
I can discuss word meanings, linking words I already know to new words.		



Reading — Comprehension (cont.)		
I can use my own knowledge, or information and vocabulary provided by my teacher, to understand books I read or hear.		
I can check that a text makes sense as I read, and correct any errors in my reading.		
I can discuss the importance of a book's title and events.		
I can infer meanings from what characters say and do.		
I can predict what might happen next in a story based on what I have already read or heard.		
I can discuss books that have been read to me, and listen to other people's opinions about them.		
I can explain my understanding of books that have been read to me.		



Writing — Transcription		
I can spell words containing the phonemes I have been taught.		
I can spell words that are common exceptions to the spelling rules I know.		
I can spell the days of the week.		
I can name the letters of the alphabet in order.		
I can use the names of letters to distinguish between alternative spellings of a sound.		
I can correctly add 's' or 'es' to nouns to form plurals, and to verbs to form the third person singular part of the verb.		
I can add the 'un' prefix to words.		
I can add 'ing', 'ed', 'er' and 'est' to words where the spelling of the root word does not change.		
I can apply the spelling rules I have been taught to words I write.		
I can write simple sentences correctly from dictation, including words that follow spelling rules I have been taught and common exceptions.		

Writing — Handwriting		
I can sit at a table and hold a pencil correctly.		
I have started to write lower-case letters in the correct direction and shape.		
I can write capital letters.		
I can write the digits 0-9.		
I understand which letters are formed in similar ways and can practise these.		

Writing — Composition		
I can explain out loud what I am going to write about.		
I can compose a sentence out loud before writing it.		
I can join sentences together to form narratives.		
I can read back over my writing to check it makes sense.		
I can discuss what I have written with other people.		
I can read what I have written out loud so that my teacher and other pupils can listen to it.		



Writing — Vocabulary, Grammar and Punctuation		
I can leave spaces between words when I write.		
I can use the word 'and' to join words and clauses together.		
I have started to use capital letters, full stops, question marks and exclamation marks to punctuate sentences.		



Vocabulary, Grammar and Punctuation (cont.)		
I can use a capital letter for proper nouns and the word 'I'.		
I understand the grammar rules that I have been taught.		
I can use the grammatical terms that I have been taught to talk about my writing.		



Spoken Language		
I can listen and respond appropriately to adults and other people my age.		
I can ask relevant questions to increase my understanding and knowledge.		
I have used different ways to expand my vocabulary.		
I can explain and justify my own answers, arguments and opinions.		
I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.		
I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.		
I can use spoken language to suggest ideas and explanations, and to explore my imagination and ideas.		
I can speak clearly and fluently, increasingly using Standard English.		
I can take part in discussions, presentations, performances, role play, improvisations and debates.		
I can gain, keep and monitor the interest of people listening to me.		
I can assess different viewpoints and build on other people's contributions.		
I can choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.		



Teacher Comments



Maths

Number and Place Value		
I can read and write numbers up to 100 using numerals.		
I can read and write numbers up to 20 using words.		
I can count forwards and backwards up to and across 100.		
I can count in twos, fives and tens.		
I can compare quantities using the terms 'equal to', 'more than', 'less than', 'most' and 'least'.		
I can identify and show numbers using objects, pictures and number lines.		
I can find one more and one less than a number.		

Calculations		
I can use number bonds up to 20.		
I can write and use mathematical statements using the addition (+), subtraction (−) and equals (=) signs.		
I can add and subtract 1-digit and 2-digit numbers up to 20.		
I can solve addition and subtraction problems using objects and pictures.		
I can solve simple missing number problems involving addition and subtraction.		
I can solve simple multiplication and division problems using objects, groups of objects and pictures.		



Fractions		
I can find one half of objects, shapes and quantities.		
I can find one quarter of objects, shapes and quantities.		



Measurement		
I can compare and solve problems involving length, height, mass, volume and time.		
I can measure and record length, height, mass, volume and time (in hours, minutes and seconds).		
I know the value of different coins and notes.		
I know the days of the week, and how days are arranged into months and years.		
I can put events in the correct order using language.		
I can tell the time to the half hour and draw hands on a clock face to show the time.		



Geometry		
I can name and describe common 2D shapes.		
I can name and describe common 3D shapes.		
I can use mathematical terms to describe position and movement.		
I can describe movement and direction using whole, half, quarter and three-quarter turns.		



Teacher Comments

Science



Plants		
I can identify plants that are commonly found in gardens and in the wild.		
I can identify common deciduous and evergreen trees.		
I can name the different parts of common plants and trees.		

Animals, including Humans		
I can identify common animals, including fish, amphibians, reptiles, birds and mammals.		
I know which common animals are carnivores, which are herbivores and which are omnivores.		
I can describe and compare the basic parts of common animals.		
I can identify and name the basic parts of the human body.		
I can draw and label the basic parts of the human body.		
I know which part of the human body is to do with each sense.		

Everyday Materials		
I can tell the difference between an object and the material it is made from.		
I can identify everyday materials, including wood, plastic, glass, metal, water and rock.		
I can describe the simple properties of different everyday materials.		
I can use the properties of everyday materials to compare and group them together.		

Seasonal Changes		
I know about the changes that occur across the four seasons.		
I can describe the weather found in each season.		
I know how day length varies across the four seasons.		

The following statements cover the Programme of Study for Years 1 and 2.
Not all of the statements need to be covered in Year 1.

Working Scientifically		
I can ask simple scientific questions.		
I know that it may be possible to answer scientific questions in different ways.		
I can make observations using simple equipment.		
I can carry out simple tests to answer scientific questions.		
I can identify and classify different plants, animals, materials and objects.		
I can gather and record data to help answer questions.		
I can use my observations and ideas to suggest answers to questions.		

Teacher Comments

