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| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| The pupil can: • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\* | The pupil can: • read accurately most words of two or more syllables | The pupil can, in a book they are reading independently: • make inferences on the basis of what is said and done  |
| • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\* | • read most words containing common suffixes\* | • predict what might happen on the basis of what has been read so far |
| • read many common exception words\* | • read most common exception words\*. | • make links between the book they are reading and other books they have read. |
| In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending | In age-appropriate books, the pupil can: • read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute |  |
| • sound out many unfamiliar words accurately. | • sound out most unfamiliar words accurately, without undue hesitation. |  |
| In discussion with the teacher, the pupil can: • answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. | In a familiar book that they can already read accurately and fluently, the pupil can: • check it makes sense to them |  |
|  | • answer questions and make some inferences on the basis of what is being said and done. |  |

HOLLY PARK PRIMARY SCHOOL

National Reading Expectations – End of Key Stage One

Grapheme – letter

Phoneme – sound

GPC – Grapheme/Phoneme Correspondence = the sounds that letters make!

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HOLLY PARK PRIMARY SCHOOL

National Writing Expectations – End of Key Stage One

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| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: | The pupil can write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher: | The pupil can write for different purposes, after discussion with the teacher:  |
| • demarcating some sentences with capital letters and full stops | • demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks | • using the full range of punctuation taught at key stage 1 mostly correctly |
| • segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly | • using sentences with different forms in their writing (statements, questions, exclamations and commands) | • spelling most common exception words\* |
| • spelling some common exception words\* | • using some expanded noun phrases to describe and specify | • spelling most words with contracted forms\* |
| • forming lower-case letters in the correct direction, starting and finishing in the right place | • using present and past tense mostly correctly and consistently | • adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly\* |
| • forming lower-case letters of the correct size relative to one another in some of the writing | • using co-ordination (or / and / but) and some subordination (when / if / that / because) | • using the diagonal and horizontal strokes needed to join letters in most of their writing. |
| • using spacing between words. | • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly |  |
|  | • spelling many common exception words\* |  |
|  | • spelling some words with contracted forms\* |  |
|  | • adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly\* |  |
|  | • using the diagonal and horizontal strokes needed to join letters in some of their writing |  |
|  | • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters |  |
|  | • using spacing between words that reflects the size of the letters. |  |

HOLLY PARK PRIMARY SCHOOL

National Maths Expectations – End of Key Stage One

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| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| • The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36). | • The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). | • The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).  |
| • The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). | • The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations. | • The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5). |
| • The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). | • The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100). | • The pupil can work out mental calculations where regrouping is required (e.g. 52 − 27; 91 – 73). |
| • The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?). | • The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33). | • The pupil can solve more complex missing number problems (e.g. 14 + – 3 = 17; 14 + ∆ = 15 + 27). |

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| • The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations. | • The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. ∆ − 14 = 28). | • The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). |
| • The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). | • The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins). | • The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). |
| • The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. | • The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole. | • The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10). |
|  | • The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). | • The pupil can find and compare fractions of amounts (e.g. 1 4 of £20 = £5 and 1 2 of £8 = £4 so 1 4 of £20 is greater than 1 2 of £8). |
|  | • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). | • The pupil can read the time on the clock to the nearest 5 minutes. |
|  | • The pupil can read the time on the clock to the nearest 15 minutes. | • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. |
|  | • The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). | • The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them). |

HOLLY PARK PRIMARY SCHOOL

National Science Expectations – End of Key Stage One

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| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
|  | The pupil can: • ask their own questions about what they notice |  |
|  | • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including: • observing changes over time • noticing similarities, differences and patterns • grouping and classifying things • carrying out simple comparative tests • finding things out using secondary sources of information |  |
|  | • use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out. |  |
|  | The pupil can: • name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans |  |
|  | • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults |  |
|  | • describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants |  |
|  | • identify whether things are alive, dead or have never lived |  |
|  | • describe and compare the observable features of animals from a range of groups |  |
|  | • group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships |  |
|  | • describe seasonal changes |  |
|  | • name different plants and animals and describe how they are suited to different habitats |  |
|  | • use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses. |  |
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