



## Word Reading

Apply phonic knowledge and skills as the route to decode words.  
*I can use letter sounds to work out and read new 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.**  
*I can say quickly the sound of all the letters and letter groups.*

**Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**  
*I can read new words correctly by blending the letter and letter group sounds I have been taught.*

**Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**  
*I can read some common exception words and see where the letter sounds are different.*

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  
*I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.*

Read other words of more than one syllable that contain taught GPCs.  
*I can read words of more than one syllable using sounds that I have been taught.*

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).  
*I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.*

**Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.**  
*I can read aloud books that use letters and letter groups I have been taught.*

Re-read phonically decodable books to build up fluency and confidence in word reading.  
*I can use the sounds I know to re-read books more fluently and with more confidence.*



## Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.**  
*I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.  
*I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  
*I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  
*I can enjoy and understand rhymes and poems, and can recite some by heart.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.  
*I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**  
*I can usually spot if a word has been read wrongly by following the sense of the text.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**  
*I can talk about the title and events in books I have read or heard.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.**  
*I can say what might happen next in a story.*

Participate in discussion about what is read to him/her, taking turns and listening to what others say.  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*

Explain clearly his/her understanding of what is read to him/her.  
*I can explain clearly my understanding of texts which have been read to me.*

## Spoken Language

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can listen to and talk about a wide range of poems, stories and non-fiction.*

Discuss the significance of the title and events.  
*I can join in a talk about the title and what happens in a book.*

Recite some poems and rhymes by heart.  
*I can recite some poems and rhymes by heart.*

Participate in discussion about what is read to him/her, taking turns and listening to what others say.  
*I can join in a discussion about what is read to me, taking turns and listening to what others say.*

Explain clearly his/her understanding of what is read to him/her.  
*I can explain clearly my understanding of what is read to me.*

Say out loud what he/she is going to write about.  
*I can say out loud what I am going to write about.*

Compose a sentence orally before writing it.  
*I can speak a sentence before writing it.*

Discuss what he/she has written with the teacher or other pupils.  
*I can discuss what I have written with the teacher or other children.*

Read aloud his/her writing clearly enough to be heard by the group and the teacher.  
*I can read aloud my writing clearly enough to be heard by the group and the teacher.*

Recognise and use language relating to dates, including days of the week, weeks, months and years.  
*I can recognise and use words relating to dates, including days of the week, weeks, months and years.*

Use the language of time (including telling the time throughout the day first using o'clock and then half past).  
*I can use words about the time (including telling the time using o'clock and half past).*

Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.  
*I can use words for position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.*

Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.  
*I can discuss and solve problems in familiar practical contexts, including using quantities.*

In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).  
*I can ask simple questions in science and know that they can be answered in different ways.*



## Spelling

**Spell words containing each of the 40+ phonemes already taught.**

*I can spell words containing each of the letter sounds I have been taught.*

Spell common exception words.

*I can spell common exception words.*

Spell the days of the week.

*I can spell the days of the week.*

**Name the letters of the alphabet in order.**

*I can name the letters of the alphabet in order.*

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

*I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.*

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

*I know the plural rule and can use -s and -es in the right place.*

Add prefixes and suffixes using the prefix un-.

*I can add un- to the start of a word to make a different word.*

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

*I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.*

Apply simple spelling rules and guidance, as listed in English Appendix 1.

*I can use simple spelling rules.*

**Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

*I can write the correct spellings in simple sentences I hear my teacher say.*

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

*I can sit correctly at a table, holding a pencil comfortably and correctly.*

**Begin to form lower-case letters in the correct direction, starting and finishing in the right place.**

*I can write lower-case letters in the correct direction, starting and finishing in the right place.*

Form capital letters.

*I can write capital letters.*

Form digits 0-9.

*I can write numbers 0-9.*

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

*I can see which letters belong to which handwriting 'families'.*

## Composition

Write sentences by saying out loud what they are going to write about.

*I can write sentences by saying out loud what I am going to write about.*

Write sentences by composing a sentence orally before writing it.

*I can say my sentence out loud before I write it.*

**Write sentences by sequencing sentences to form short narratives.**

*I can join my sentences together to make a story.*

**Write sentences by re-reading what he/she has written to check that it makes sense.**

*I can read my sentence and check that it makes sense.*

Discuss what he/she has written with the teacher or other pupils.

*I can talk about my writing with my teacher or children in my class.*

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

*I can read my sentence out loud so that children in my class can hear and understand me.*

## Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.

*I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.*

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

*I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.*

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.

*I can show you how un- added to the beginning of a word can change its meaning.*

Understand how words can combine to make sentences.

*I can put words together to make sentences.*

Use joining words and join clauses using and.

*I can use joining words like 'and'.*

Sequence sentences to form short narratives.

*I can write a short story using sentences.*

Separate words with spaces.

*I can use spaces between words.*

**Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.**

*I can use capital letters, full stops, question marks and exclamation marks at the end of sentences.*

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

*I can use capital letters for names, places, the days of the week and the word 'I'.*

Understand the following terminology: Letter, capital letter.

Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.

*I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*





## Number & Place Value

**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**

*I can count to and past 100, forwards and backwards starting from any number.*

**Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.**

*I can count, read and write numbers to 100 in numerals and count in jumps of 2, 5 and 10.*

**Identify one more and one less of a given number.**

*I can identify one more and one less, given a starting number.*

Identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least.

*I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least.*

Read and write numbers from 1 to 20 in numerals and words.

*I can read and write numbers from 1 to 20 in numbers and words.*

## Addition & Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

*I can read, write and understand number statements using +, - and =.*

**Represent and use number bonds and related subtraction facts up to 20.**

*I can use number bonds and matching subtraction facts up to 20.*

Add and subtract one-digit and two-digit numbers to 20, including zero.

*I can add and subtract one digit and two digit numbers to 20.*

Solve one-step problems that involve addition & subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

*I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures.*

## Multiplication & Division

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.

*I can answer multiplication and division questions using objects, pictures and other equipment.*

## Fractions

**Recognise, find and name a half as one of two equal parts of an object, shape or quantity.**

*I can find and name  $\frac{1}{2}$  (half) of an object, shape or amount.*

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

*I can find and name  $\frac{1}{4}$  (quarter) as one of four equal parts of an object, shape or amount.*

## Properties of Shape

**Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.**

*I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.*

**Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.**

*I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.*

## Position & Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

*I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position.*

## Measurement

**Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.**

*I can solve problems for length and height by telling which objects are longer or shorter/taller or shorter.*

**Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.**

*I can solve problems for mass and weight by telling which objects are heavier or lighter.*

**Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.**

*I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.*

**Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.**

*I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.*

Measure and begin to record mass/weight.

*I can measure weight or mass and write these measurements down.*

Measure and begin to record capacity and volume.

*I can measure capacity or volume and write these measurements down.*

Recognise and know the value of different denominations of coins and notes.

*I can tell how much different coins or notes are worth.*

Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

*I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.*

Recognise and use language relating to dates, including days of the week, weeks, months and years.

*I can talk about dates using the 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.**

*I can tell what the time is in hours and half past the hour. I can draw these on a clock face.*

Measure and begin to record length/height.

*I can measure and begin to record length/height.*

