



## Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

*I can use the sounds I know to decode words automatically and my reading is fluent.*

**Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.**

*I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.*

**Read accurately words of two or more syllables that contain graphemes taught so far.**

*I can read words of two or more syllables that contain sounds I have been taught.*

Read words containing common suffixes.

*I can read words containing common suffixes.*

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

*I can read further common exception words and see where the sounds do not match the spelling.*

**Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.**

*I can read most words quickly and accurately without needing to sound and blend words I have seen before.*

**Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**

*I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.*

**Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.**

*I can re-read books, sounding out new words correctly to improve my speed and confidence.*

## Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.**

*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.**

*I can enjoy reading, and discussing the order of events in books and how items of information are related.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.**

*I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.**

*I can enjoy reading by recognising repeated themes and ideas in stories and poems.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.**

*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.**

*I can talk about my favourite words and phrases.*

## Comprehension *continued*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

*I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.**

*I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.**

*I can spot if a word has been read wrongly by following the sense of the text.*

**Understand both the books that he/she can already read accurately and fluently and those that 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 that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.**

*I can ask and answer simple questions about the books or stories I am reading.*

**Understand both the books that he/she can already read accurately and fluently and those that 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 based on what has happened so far.*

**Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, 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 and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.**

*I can explain what I think about books, poems and other material that I have read or heard.*

## Spoken Language

**Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.**

*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.*

**Discuss the sequence of events in books and how items of information are related.**

*I can discuss the order of events in books and how items of information are related.*

**Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.*

**Discuss his/her favourite words and phrases.**

*I can discuss my favourite words and phrases.*

**Answer and ask questions.**

*I can answer and ask questions.*

**Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.**

*I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say.*

**Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.**

*I can explain and discuss my understanding of books, poems and other material.*

**Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.**

*I can improve my writing by planning or saying out loud what I am going to write about.*





## Spelling

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  
*I can break down spoken words into their sounds and write them mostly correctly.*

**Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**  
*I can learn new spellings by using words I already know how to spell.*

Spell by learning to spell common exception words.  
*I can spell common exception words.*

Spell by learning to spell more words with contracted forms.  
*I can spell words which have been shortened.*

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  
*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

Spell by distinguishing between homophones and near-homophones.  
*I can spell words that sound the same but are spelt differently e.g. buy, bye, by.*

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.*

Apply 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, common exception words and punctuation taught so far.  
*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

## Handwriting

Form lower-case letters of the correct size relative to one another.  
*I can write lower-case letters that are all the same size.*

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

**Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  
*I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.*

Use spacing between words that reflects the size of the letters.  
*I can use spacing between words that fits with the size of the letters.*

## Composition

Write narratives about personal experiences and those of others (real and fictional).  
*I can write about things I have done and things that others have done.*

Write about real events to develop positive attitudes toward and stamina for writing.  
*I can write a long piece of text about a real event in one go.*

Write poetry to develop positive attitudes toward and stamina for writing.  
*I can write poetry.*

**Write for different purposes to develop positive attitudes toward and stamina for writing.**  
*I can write for different purposes, writing long and short pieces of work.*

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*

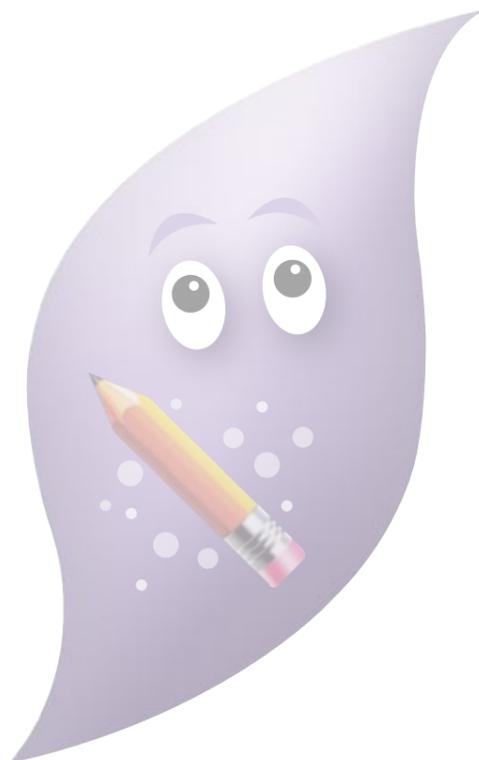
**Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
*I can plan my writing by writing down my ideas or talking about them for each sentence.*

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.  
*I can change my writing and make corrections after I have spoken to a teacher or another child about it.*

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*

**Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**  
*I can proof-read my work and check for spelling, punctuation and grammar errors.*

Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*



## Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*

Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*

**Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.**  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*

**Use subordination (using when, if, that, because) and co-ordination (using or, and, but).**  
*I can use these words in my writing: when, if, that, because, and, or, but.*

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or statement.*

**Make the correct choice and make consistent use of present tense and past tense throughout writing.**  
*I can use the correct tense in my writing.*

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*

**Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.**  
*I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.*

**Use commas to separate items in a list.**  
*I can use commas when I am writing a list.*

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*

Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*



## Number & Place Value

Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.

*I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.*

Recognise the place value of each digit in a two-digit number (tens, ones).

*I can find the place value of each digit of a number with tens and units.*

Identify, represent and estimate numbers using different representations, including the number line.

*I can find and show numbers using different ways of showing them such as number lines and number squares.*

Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.

*I can compare and order numbers from 0 to 100 using  $<$ ,  $>$  and  $=$ .*

Read and write numbers up to at least 100 in numerals and in words.

*I can read and write numbers up to 100 in numbers and words.*

Use place value and number facts to solve problems.

*I can use place value and number facts to answer questions.*

## Addition & Subtraction

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

*I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.*

Solve problems with addition and subtraction, applying his/her increasing knowledge of mental and written methods.

*I can answer simple addition and subtraction questions in my head as well as by writing them down.*

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

*I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.

*I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

*I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.

*I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.*

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

*I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures.*

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

*I can show that adding 2 numbers can be done in any order but subtraction cannot.*

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

*I can show that subtraction is the opposite of addition and use this to check my work.*

## Multiplication & Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

*I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.*

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

*I can answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .*

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

*I can show that multiplying 2 numbers can be done in any order but division cannot.*

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

*I can answer questions involving multiplication and division mentally and with objects.*

## Fractions

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

*I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$ .*

Write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

*I can write simple fractions facts such as  $\frac{1}{2}$  of  $6 = 3$  and  $\frac{2}{4} = \frac{1}{2}$ .*

## Properties of Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

*I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.*

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

*I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.*

Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid.

*I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid.*

Compare and sort common 2-D and 3-D shapes and everyday objects.

*I can compare and sort common 2-D and 3-D shapes and everyday objects.*

## Position & Direction

Order and arrange combinations of mathematical objects in patterns and sequences.

*I can order 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).

*I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.*

## Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

*I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.*

Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

*I can compare amounts using these signs:  $>$ ,  $<$  or  $=$ .*

Recognise and use symbols for pounds ( $\pounds$ ) and pence (p); combine amounts to make a particular value.

*I can use the  $\pounds$  sign and p sign. I can use notes and coins to make a particular amount.*

Find different combinations of coins that equal the same amounts of money.

*I can find different ways for coins to add up to an amount.*

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

*I can add and subtract money and give change.*

Compare and sequence intervals of time.

*I can put different events in order and compare them.*

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.

*I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.*

Remember the number of minutes in an hour and the number of hours in a day.

*I can tell you how many minutes are in an hour and how many hours are in a day.*

## Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

*I can read and draw 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.

*I can 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.

*I can ask and answer questions about totalling and comparing grouped data.*

