



Nurture, Inspire, Grow

GREYSBROOKE PRIMARY SCHOOL

Core Subject Performance Indicators

Year 1 Guide for Parents

Expected Outcomes - Performance Indicators

Your child will be assessed in school against performance indicators for their year group. This booklet outlines all of the performance indicators your child will be working towards this year. Teachers work with the children to achieve these indicators and look for the child being able to apply these skills in a range of different contexts. The performance indicators which are underlined are KEY performance indicators and are statutory objectives which the child needs to achieve. Class work and homework will support the children in achieving these performance indicators and teachers will make a best fit judgement indicating if your child is entering, developing or secure in these objectives. Parents can support their child at home in reinforcing the key performance indicators where possible. You will find these indicators stapled into the rear of your child's book also.

Half termly tests

Your child will take half termly progress tests in Reading, Mathematics and Spelling, Punctuation and Grammar. These will enable the school to track your child's progress against the expected outcomes for their year group. The marks from the test will enable the school to see if they are making less than expected progress, expected progress or more than expected progress. The data from tests is then used alongside other evidence to enable effective planning of future teaching and learning.

Standardised Testing

Children complete standardised tests in the months of November and June. These tests provide age and standardised scores in reading, comprehension, spelling and arithmetic. These tests enable teachers to compare a child's chronological age with their ability age, placing interventions in place where necessary to support pupils.

Statutory tests

Statutory assessment tests take place in Years 2 and 6. Children sit Statutory Assessments Tests (SAT's) in May. They are tested on Reading, Spelling, Punctuation and Grammar, Mathematical Reasoning and mental arithmetic. Information meetings regarding the changes to curriculum tests will take place for the relevant year groups later in the year.

Glossary of Terms

A glossary of terms has been added to the rear of the booklet to describe key terminology used within class.

Year 1 Word Reading

Apply phonic knowledge and skills as the route to decode 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

Read accurately by blending sounds in unfamiliar words.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words.

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

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions [*for example, I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s).

Read 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.

Re-read these books to build up their fluency and confidence in word reading.

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 they can read independently;

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales;

retelling key stories, fairy stories and traditional tales considering their particular characteristics;

recognising and joining in with predictable phrases;

learning to appreciate rhymes and poems;

recite some rhymes and poems by heart;

discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher;

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;

making inferences on the basis of what is being said and done;

predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Year 1 Writing

Transcription - Handwriting

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. [*'c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.*]

Form capital letters.

Form digits 0-9

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

Composition - Write sentences by:

saying out loud what they are going to write about;

composing a sentence orally before writing it;

sequencing sentences to form short narratives;

re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Year 1 Spelling, Punctuation and Grammar

Spelling Revision from EYFS

“ all letters of the alphabet and the sounds which they most commonly represent;

“ consonant digraphs which have been taught and the sounds which they represent;

“ vowel digraphs which have been taught and the sounds which they represent;

“ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds;

“ words with adjacent consonants;

“ guidance and rules which have been taught.

Spelling

Spell:

v words containing each of the 40+ phonemes already taught;

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| v common exception words; |
| v the days of the week. |
| <i>Name the letters of the alphabet:</i> |
| <u>naming the letters of the alphabet in order;</u> |
| using letter names to distinguish between alternative spellings of the same sound. |
| <i>Add prefixes and suffixes:</i> |
| using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; |
| using the prefix un–; |
| using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. |
| Apply simple spelling rules and guidance, as listed in English Appendix 1. |
| <u>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u> |
| Vocabulary, Grammar and Punctuation |
| Word |
| Regular plural noun suffixes –s or –es (<i>eg, dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun. |
| Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>eg, helping, helped, helper</i>). |
| How the prefix un– changes the meaning of verbs and adjectives (negation, <i>eg, unkind</i> , or undoing, <i>eg, untie the boat</i>). |
| Sentence |
| How words can combine to make sentences. |
| Joining words and joining clauses using and. |
| Text |
| Sequencing sentences to form short narratives. (also in composition) |
| Punctuation |
| Separation of words with spaces; |
| <u>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</u> |
| Capital letters for names and for the personal pronoun ‘I.’ |
| Terminology for pupils |
| Use the grammatical terminology in English Appendix 2 in discussing their writing (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>). |

| Year 1 Mathematics |
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| Number & Place Value |
| Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |
| Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. |
| Given a number, identify one more and one less. |
| Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. |
| Read and write numbers from 1 to 20 in numerals and words. |
| Addition and Subtraction |
| Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. |
| Represent and use number bonds and related subtraction facts within 20. |
| Add and subtract one-digit and two-digit numbers to 20, including zero. |
| Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as |
| Multiplication and 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 |
| Fractions |
| Recognise, find and name a half as one of two equal parts of an object, shape or quantity. |
| Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| Measurement |
| <i>Compare, describe and solve practical problems for:</i> |
| v <u>lengths and heights</u> [for example, long/short, longer/shorter, tall/short, double/half]; |
| v <u>mass/weight</u> [for example, heavy/light, heavier than, lighter than]; |
| v <u>capacity and volume</u> [for example, full/empty, more than, less than, half, half full, quarter]; |
| v <u>time</u> [for example, quicker, slower, earlier, later]. |
| <i>Measure and begin to record the following:</i> |
| v lengths and heights; |
| v mass/weight; |
| v capacity and volume; |
| v time (hours, minutes, seconds). |
| Recognise and know the value of different denominations of coins and notes. |
| Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. |

Recognise and use language relating to dates, including 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.

Geometry: Properties of shapes

Recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles];

3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry: Position and Direction

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

Glossary of terms