



YEAR 1 CURRICULUM

ASSESSMENT

At Spixworth Infant School children are assessed in each area of the National Curriculum

Core Subjects

Assessment in English for Year 1 is broken down into 2 sections - Reading and Writing. The children are also assessed in Mathematics. For Reading, Writing and Mathematics the children are assessed against school developed Performance Descriptors taken from the National Curriculum Statements for Year 1 and the Department of Education interim assessment frameworks for the end of Key Stage 1 (Year 2). In your child's report you will receive information about where your child is working within the Year 1 Curriculum. There are 4 levels your child will be assessed at:

Working Below the Year 1 Curriculum (B)

Working Towards the Year 1 Curriculum (T)

Working At the Year 1 Curriculum (A)

Working at a deeper understanding within the Year 1 Curriculum (D)

Teachers make their decision based upon assessment information they gather about your child during each lesson and also make a judgement about the extent to which your child can confidently carry out certain tasks independently. Each term assessments are formally recorded about where your child is working. Some children who were emerging in the EYFS curriculum at the end of Reception will continue to work on the EYFS curriculum at the beginning of Year 1 and will be assessed against the EYFS curriculum instead of the Year 1 curriculum. Teachers provide information each term about the plans they are putting in place to support children in their learning and help them move forward.

At both Parents evenings teachers have given you an indication about where your child is working, their next steps and what the school is going to put in place to support your child move on with their learning.

Discussions have taken place about how you can also support your child at home.

Other subjects

Teachers plan lessons using the learning objectives from the Year 1 National Curriculum. Each lesson, teachers and other staff make informal assessments about the extent to which the children have learnt or grasped a new concept or topic. This is then used to plan further lessons which will support and challenge the children's current knowledge.

READING

Working Below the Year 1 Curriculum (B)

- Begins to read words and simple sentences
- Can use their phonic knowledge to decode regular words and read them aloud accurately
- Read some common exception words
- Enjoys an increasing range of books and uses vocabulary that is influenced by their experience of books
- Knows that information can be retrieved from books
- Demonstrates an understanding when talking to others about what they have read

Working Towards the Year 1 Curriculum (T)

- Can use their phonic knowledge to decode regular words and read them aloud accurately to decode age appropriate texts accurately (Green Level)
- Recognises and reads some common exception words
information and vocabulary provided
- Recognises the characteristics of key stories, including fairy stories and traditional tales, and uses predictable phrases to help retell them
- Shows understanding of word meaning through discussion
- Understands the significance of the title and the events within a book

READING

Working At the Year 1 Curriculum (A)

- Demonstrates recognition of taught graphemes by speedily and correctly sounding out all 40+ corresponding phonemes, including those with alternate sounds, where applicable
- Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately (Orange Level)
- Recognises and reads common exception words; words with –s, -es, -ing, -ed, -er and –est suffixes; and words of more than one syllable containing taught GPCs
- Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently.
- Recognises the characteristics of key stories, including fairy stories and traditional tales, and uses predictable phrases to help retell them
- Shows understanding of word meaning through discussion
- Understanding the significance of the title and the events within a book

Working at a deeper understanding within the Year 1 Curriculum (D)

- All aspects of reading at the expected standard are embedded. Books are selected to challenge knowledge and word reading skills (Turquoise level)
- All aspects of reading comprehension at the National Standard are embedded
- Is able to answer a range of questions involving simple inference

WRITING

Working Below the Year 1 Curriculum

- Attempts to write simple sentences and sentence like structures
- Can read their writing to others. It may need mediation by an adult
- Uses a capital letter for the beginning of their name
- Shows some awareness of the use of capital letters and full stops
- Uses phonetically plausible attempts at unknown words
- Writes some common exception words accurately
- Holds a pencil comfortably and correctly
- Some lower case letters are accurately formed, starting and finishing in the correct place

WRITING

Working Towards the Year 1 Curriculum (T)

- Is beginning to write for different purposes such as narratives about personal experiences and those of others
- Uses oral composition to recognise where a sentence begins and ends
- Writing is discussed with the teacher and other pupils to check that the writing makes sense
- Writing demonstrates appropriate use of spaces between words and some use of capital letters for names of people, places and days of the week
- Capital letters and full stops are beginning to be used to demarcate sentence boundaries.
- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, some common exception words and punctuation taught so far
- Accurate use of suffixes where no change is required to the root word eg help—helping, helper, helped
- Hold a pencil comfortably and correctly
- Lower case letters are generally accurately formed, starting and finishing in the correct place

WRITING

Working At the Year 1 Curriculum (A)

- Writes for different purposes such as narratives about personal experiences and those of others and real events
- Uses oral composition to recognise where a sentence begins and ends
- Writing is discussed with the teacher and other pupils to check that the writing makes sense. They can make simple changes as necessary
- Writing demonstrates appropriate use of; Spaces between words, adjectives for description, 'and' to join words and clauses, capital letters for names of people, places and days of the week
- Capital letters and full stops are used more consistently to demarcate sentence boundaries and there may be some use of question marks and exclamation marks
- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- Days of the week are sometimes spelt accurately
- Accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Accurate use of suffixes where no change is required to the root word eg help—helping, helper, helped
- Accurate use of the prefix un-
- Hold a pencil comfortably and correctly
- Lower case letters are consistently accurately formed, starting and finishing in the correct place

Working at a deeper level within the Year 1 Curriculum (D)

- All aspects of Writing at the expected standard are embedded
- Use of more adventurous vocabulary is evident in their writing including the use of a range of words to join clauses
- Finger spaces, capital letters and full stops are used consistently in their writing.
- Lower case letters are consistently accurately formed, with ascenders and descenders accurate.

MATHEMATICS

Working Below the Year 1 Curriculum (B)

- Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, add and subtract 2 single-digit numbers and count on or back to find the answer.
- Solve problems practically, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

MATHEMATICS

Working Towards the Year 1 Curriculum (T)

- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 50; count in multiples of fives and tens to the tenth multiple
- Given a number can identify one more and one less than numbers within 50
- Recall and use addition and subtraction facts for all numbers up to 5
- Using apparatus represent and use number bonds and related subtraction facts within 10
- Add and subtract 1-digit and 2-digit numbers to 15, including zero using concrete objects, structured apparatus, pictorial representations and basic written methods including beginning to use a blank number line. Begin to use these skills and approaches to solve single step problems
- Begin to recall and use doubling and halving facts for numbers up to double 5
- Recognise odd and even numbers to 50
- With support can solve single step problems involving groups and sharing using objects
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Measure using non standard units
- Sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, 50p coins
- Recognise and use language relating to days of the week
- Tell the time to the hour and draw the hands on the clock face to show these times
- Recognise and name 2-D shapes (including: *rectangles, squares, circles and triangles*)
- Describe position, directions and movements, including half turn

MATHEMATICS

Working At the Year 1 Curriculum (A)

- 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; count in multiples of twos, fives and tens to the tenth multiple
- Given a number can identify one more and one less than numbers within 100
- Recall and use addition and subtraction facts for all numbers up to 10
- Using apparatus represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero using concrete objects, structured apparatus, pictorial representations and basic written methods including beginning to use a blank number line. Begin to use these skills and approaches to solve single step problems
- Begin to recall and use doubling and halving facts for numbers up to double 5
- Recognise odd and even numbers to 100
- Solve single step problems involving groups and sharing using objects
- 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
- Solve simple measure problems in a practical contexts using direct comparison and non-standard units
- Sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins
- Recognise and use language relating to dates, including day of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on the clock face to show these times
- Recognise and name 2-D shapes (including: *rectangles, squares, circles and triangles*)
- Recognise and name and of 3-D shapes (including: cubes, pyramids and spheres)
- Describe position, directions and movements, including half, quarter and three-quarter turns

MATHEMATICS

Working at a deeper understanding within the Year 1 curriculum (D)

- All aspects of Mathematics at the expected standard are embedded
- Recall of number facts is consistently accurate
- Partition two-digit numbers into tens and ones. This may include using apparatus
- Uses a number line to solve addition and subtraction number sentences confidently
- Reasoning is used when solving problems using mathematical vocabulary
- Recognise £5, £10, £20 and £50 notes
- To solve 1 step problems using addition and subtraction
- Describe a range of 2-D and 3-D shapes

PHONICS SCREENING

The phonics screening check is taken by all children in Year 1 and those children in Year 2 who did not reach the required standard in Year 2. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill. There are two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1. It checks that your child can sound out and blend graphemes in order to read simple words and that your child can read phonically decodable one-syllable and two-syllable words. To achieve the required standard your child must read at least 32 words correctly. The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then the teachers will be putting into place a programme of support to ensure that your child can catch up. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem.

EFFORT GRADES

- **Excellent effort.** Your child is always motivated and enthusiastic. They make a full contribution to class discussion. Their work is always completed to the best of their ability.
- **Good effort.** Your child is motivated and enthusiastic in most lessons. They contribute well most of the time. Their work is generally completed to the best of their ability.
- **Satisfactory effort.** Your child is generally motivated and enthusiastic but can be slow to engage. They contribute to lessons but could participate more. Their work is generally completed but is not always to the best of their ability.
- **Cause for concern.** Your child lacks motivation and enthusiasm. They need encouragement to contribute to class discussions. Their work is often not completed and not to the best of their ability.
- **Unsatisfactory.** This grade is given only in exceptional circumstances and not without your prior knowledge of our concerns. Your child is not motivated or enthused in their learning. They rarely contribute to class discussions. Their work is rarely completed.