



# **ALWYN INFANT SCHOOL**

**Assessment to measure progress and attainment**

**Includes:**

**EYFS Framework (ELGs)**

**Year Group Assessment**

**KS1 Teacher Assessment Framework (TAF)**

**Engagement Model**

**for children working below the National Curriculum  
(replaces P Levels 1-4).**

**September 2021**

## Assessment in Little Alwyn:

*The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. The ELGs should support teachers to make a **holistic, best-fit judgement** about a child's development, and their readiness for year 1.*

*When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.*

(Statutory Framework for the Early Years Foundation Stage, March 2021)

As a school, we will collect sample pieces for staff training purposes and moderation.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a wellrounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals.

**Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').** This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile and it can form the basis of transition discussions.

### The Areas of Learning and Development

There are **7 key areas of learning and development** that must shape educational programmes in early years settings. All the areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

## Early Learning Goals

Each Early learning goal details what children at the expected level of development will be able to do.

### Communication and Language (prime area)

ELG: Listening, Attention and Understanding	ELG: Speaking
<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

### Physical Development (prime area)

ELG: Gross Motor Skills	ELG: Fine Motor Skills
<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>

### Personal, Social and Emotional Development (prime area)

ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>

### Literacy (specific area)

ELG: Comprehension	ELG: Word Reading	ELG: Writing
<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>

### Mathematics (specific area)

ELG: Number	ELG: Numerical Patterns
<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number</li> <li>- Subitise (recognise quantities without counting) up to 5</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

### Understanding the World

ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World
<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

### Expressive Arts and Design (specific area)

ELG: Creating with Materials	ELG: Being Imaginative and Expressive
<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>- Sing a range of well-known nursery rhymes and songs</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

## Assessment in Big Alwyn (KS1)

All summative assessments should reflect the National Curriculum and:

- Support teachers with their planning, including targeting support
- Support leaders in identifying successes and next step priorities
- Support governors in challenging underperformance
- Support parents in knowing their child’s strengths/weaknesses against national expectations

### How to use these materials:

The statements have been divided into 3 main standards: emerging, expected, exceeded (greater depth). Once a child has demonstrated a particular skill it should be dotted/highlighted/underlined on the grid in the appropriate colour (**Autumn- orange**, **Spring- green**, **Summer- yellow**). This allows the teacher to identify the next steps and to track the learning progress. At the end of each term, a judgement of overall achievement should be made and recorded on the school data sheets (De-Tracker). The ‘expected’ milestone for the end of each term is highlighted appropriately (Autumn Yr.1, Spring Yr.2, Summer Yr.3) for clarity.

### Awarding Standards for Termly Judgements

Lower Attainers/SEN (Y.0)	EMERGING (Y.1)	Working Towards (Y.2)	Working at the expected standard (Y.3)	Working above (Y.4)	Exceeding expected standards (Y.5)
The pupil is working on the current year standards but <b>has not met the emerging standards</b> yet. You may look at lower year objectives to ensure assessment reflects actual attainment.	Evidence shows that the pupil meets the <b>majority</b> of the statements in the EMERGING column.  <b>This is the expected standard for the end of the Autumn Term.</b>	Evidence shows the pupil has met <b>all of the emerging</b> standards. Plus, able to use and apply <b>some of the expected</b> standards but not consistently and sometimes needs support.  <b>This is the expected standard for the end of the Spring Term.</b>	Evidence shows the pupil consistently and independently <b>uses and applies all</b> of the expected standards.  <b>This is the expected standard for the end of the Summer Term.</b>	Evidence shows the pupil met <b>all of the expected</b> standard and <b>some</b> of the statements in the exceeding. They are beginning to show a greater depth of learning.	Evidence shows a greater depth of knowledge and skill. The pupil can consistently & independently use and apply <b>all</b> of the statements in the exceeding column.

**Clarification:** **some**- starting to acquire skill/knowledge, demonstrated on occasion but not consistent or frequent ‘has a go’  
**most**- statement generally met with only occasional errors  
**many**- met frequently but not yet consistent

In 2017 a more flexible approach to **writing** was introduced. Teachers’ may use their professional discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil’s overall attainment. A particular weakness could relate to a part or whole of a statement, if there is a good reason to judge that it would prevent an accurate judgement being made. The writing used to assess pupil’s work must be produced independently.

### Progression

A child leaving reception at **ELG2 (EXP)** should achieve a **1.3** at the end of year 1 and **2.3** at the end of year2.

# Reading Standards

**EYFS Early Learning Goals**

**Year 1 Curriculum Assessment Grids**

**Year 2 Curriculum Assessment Grids**

**End of Key stage 1 Teacher Assessment Framework (TAF) (Yr2)**

**Pre-Key stage Assessment Framework (Yr2)**

Word Reading  
Comprehension

## EYFS Early Learning Goal - Reading

ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Comprehension	ELG: Word Reading
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</b></li> <li>- <b>Make comments about what they have heard and ask questions to clarify their understanding</b></li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, <b>offering their own ideas, using recently introduced vocabulary</b></li> <li>- Offer explanations for why things might happen, <b>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</b></li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate <b>understanding</b> of what has been read to them by <b>retelling</b> stories and narratives using their own words and recently introduced <b>vocabulary</b></li> <li>- Anticipate – where appropriate – <b>key events</b> in stories</li> <li>- Use and understand recently introduced <b>vocabulary</b> during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

This is a best fit assessment. Teachers must decide whether a child is meeting the expected levels of development ('expected'), or if they are not yet reaching expected levels ('emerging'). There is no exceeded.

Comments/Notes:

**Year 1 Reading Standards**

Word Reading    Comprehension

*Start (1.0)*      *Emerging (1.1)*      *Working Towards (1.2)*      **EXPECTED (1.3)**      *Working Above (1.4)*      **Exceeding (1.5)**

Reads and understands simple sentences

Uses taught phonic knowledge to decode regular words and read them aloud

Accurately reads **some** of the common keywords

Accurately reads words containing taught GPCs (at least phase 3) and suffixes -s, -ing endings

Can re-tell familiar stories with support

Joins in with familiar rhymes and poems

With support demonstrates a simple understanding about what they have read when talking with others

Note:  
**some**- starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent  
**many/most**- statement generally met with only occasional errors.

Reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (phase 5)

Reads aloud books consistent with phonic knowledge - accurately and fluently

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

Accurately reads **most** common keywords yr1 list

Accurately reads **most** words containing taught GPCs

Reads words with suffixes -s, -es, -ing, -ed, -er and -est

Reads **some** words of more than one syllable that contain taught GPCs

Can link the book title to the contents/story

Checks that the text makes sense to them as they read and beginning to correct inaccurate reading (of words) with support.

Can talk about word meaning

Recognises and joins in with predictable phrases

Can retell main events of a story

Knows that some books tell stories and others give information

Begin to make simple inferences

Make simple links between what they read or heard to their own experiences

Participates in discussion about reading, taking turns and listening to what others say

Can recite some rhymes and poems by heart

Confidently and fluently reads aloud

Reads accurately **most** words with more than one syllable

Sounds out unfamiliar words accurately

Fluently reads **most** common keywords, including suffixes (smiling, runner etc) in context

Predicts what a book may be about based on the front cover

Knows when what they have just read does not makes sense - leading to automatic re-reading of sentences for correction

Can say what has happened so far

Can retell a story

Use clues to make simple inferences

Makes links with the text and something they have experienced or other books read without prompting

Can talk about what they like and dislike about stories they have read or have been read to them

Knows they can use non-fiction books to find information.

**PHONICS  
 SCREENING SCORE  
 (YR1 JUNE):**

**Year 2 /End of KS1 Reading Standards**

Word Reading

Comprehension

Underlined statements are KS1 TAF requirements

*Start (2.0)*      *Emerging (2.1)*      *Working Towards (2.2)*      **EXPECTED (2.3)**      *Working Above (2.4)*      *Exceeding (2.5)*

Read accurately by blending the sounds in words that contain common graphemes for all 40+ phonemes  
Read accurately **some** words of two or more syllables that contain the same GPC

Read **many** of the keywords set out the word lists (common exception words)

Read aloud **many** words quickly and accurately without overt sounding and blending in books matched to GPCs  
Sound out **many** unfamiliar words accurately

Reads words with s, -es, -ing, -ed, -er and -est endings

Demonstrates understanding of poetry, stories, and non-fiction

Can discuss key ideas and characters

With support, can retell a story or fact

Answer simple questions in a discussion with an adult

Make simple inferences with a familiar book that is read to them

With support, can make simple predictions

Reads accurately **most** words of two or more syllables  
Read **most** words containing common suffixes  
Read **most** common keywords- Y1/2 lists (common exceptions words) including contractions

Reads **most** words accurately without overt sounding and blending in age appropriate books  
Read with sufficient flency that allows focus on understanding rather than decoding of individual words  
Sounds out **most** unfamiliar words accurately without undue hesitation

Checks that the text makes sense to them as they read, correcting any inaccurate reading

Can explain what has happened so far in what they have read

Can sequence events

Can identify some key features of non-fiction books

Can answer questions  
Can ask questions about a book/reading  
Recognises simple repeated language/phrases in stories and poetry

Can discuss and clarify the meaning of words (vocabulary)  
Talk about their favourite words and phrases  
Can make **some** inferences based on what is being said and done  
Can make simple predictions

Listen to and discuss stories, non-fiction and poems, taking turns and listening to what others say

Recite some poetry by heart, with appropriate intonation to make the meaning clear (Spring sharing presentations)

Automatic decoding is established and a range of texts can be read with consistent accuracy, fluency and confidence, including those beyond their chronological age

Make links between the book they are reading and other books read

Make inferences

Make plausible predictions based on what has been read so far

Explains why their inferences and predictions are plausible

New words are understood through the exploration of their meaning in context

Can identify key features of fiction and non-fiction and their purpose

Able to discuss a range of books read, during year 2, using embedded skills

Note:  
**some-** starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent  
**many/most-** statement generally met with only occasional errors.

## End of Key Stage Teacher Assessment Framework (TAF)- Reading

This framework is to be used to make an end of year teacher assessment judgement, not to track progress or as a teaching program. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the **pupil meets all of the statements** within that standard. Evidence of preceding standard(s) is not required but teachers should be confident they meet them. Base teacher assessment judgement on a broad range of evidence but **must include the KS1 English reading test**, which does not focus solely on the key aspects in this framework, but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that they have met certain statements. Some of the statements contain qualifiers: **some**- starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent, **many**- statement is met frequently but not yet consistently, **most**- statement generally met with only occasional errors.

Working towards the expected standard ( <b>WTS</b> )	Working at the expected standard ( <b>EXS/2.3 or 2.4</b> )	Working at greater depth within the expected standard ( <b>GDS/2.5</b> )
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>• read accurately <b>some</b> words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> <li>• read <b>many</b> common exception words.*</li> </ul> <p><b>In a book closely matched to the GPCs as above, the pupil can:</b></p> <ul style="list-style-type: none"> <li>• read aloud <b>many</b> words quickly and accurately without overt sounding and blending</li> <li>• sound out <b>many</b> unfamiliar words accurately.</li> </ul> <p><b>In a familiar book that is read to them, the pupil can:</b></p> <ul style="list-style-type: none"> <li>• answer questions in discussion with the teacher and make simple inferences.</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• read accurately <b>most</b> words of two or more syllables</li> <li>• read <b>most</b> words containing common suffixes*</li> <li>• read <b>most</b> common exception words.*</li> </ul> <p><b>In age-appropriate books, the pupil can:</b></p> <ul style="list-style-type: none"> <li>• read <b>most</b> words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out <b>most</b> unfamiliar words accurately, without undue hesitation.</li> </ul> <p><b>In a book that they can already read fluently, the pupil can:</b></p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>	<p><b>The pupil can, in a book they are reading independently:</b></p> <ul style="list-style-type: none"> <li>• make inferences</li> <li>• make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>• make links between the book they are reading and other books they have read.</li> </ul> <div data-bbox="1632 1104 1991 1316" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><b>Reading SAT</b>            Paper 1 total:            Paper 2 total:            Total:            Scaled score:</p> </div>

\*Teachers should refer to the national curriculum programmes of study for items marked \*

**Reading Pre-key stage 1:** pupils working below the national curriculum assessment standard. **For use from the 2018/19 academic year.**

Engagement Model must be used for statutory assessment of pupils not engaged in subject-specific study at the end of Key Stage 1.

**Standard 1**

**Language comprehension-** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)...?’
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

**Standard 2**

**Word reading-** The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

**Language comprehension -** In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’
- join in with predictable phrases or refrains.

**Standard 3**

**Word reading -** The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

**Language comprehension**

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects).

**Standard 4**

**Word reading -** The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes\*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words\*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

**Language comprehension**

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- talk about events in the story and link them to their own experiences
- retell some of the story.

# Writing Standards

**EYFS Early Learning Goals**

**Year 1 Curriculum Assessment Grids**

**Year 2 Curriculum Assessment Grids**

**End of Key stage 1 Assessment Framework (TAF Yr2)**

**Pre-Key stage Assessment Framework (Yr2)**

<b>Composition</b>	<b>Grammar &amp; Punctuation</b>
<b>Spelling</b>	<b>Handwriting</b>

## **EYFS Early Learning Goal - Writing**

<b>ELG: Be Imaginative and Expressive</b>	<b>ELG: Fine motorskills</b>	<b>ELG: Writing</b>
Children at the expected level of development will:  - Invent, adapt and recount narratives and stories with peers and their teacher	Children at the expected level of development will:  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  - Begin to show accuracy and care when drawing.	Children at the expected level of development will:  - Write recognisable letters, most of which are correctly formed  - Spell words by identifying sounds in them and representing the sounds with a letter or letters  - Write simple phrases and sentences that can be read by others.

This is a best fit assessment. Teachers must decide whether a child is meeting the expected levels of development ('expected'), or if they are not yet reaching expected levels ('emerging'). There is no exceeded.

**Any additional notes/comments**

# Year 1 Writing Standards

Composition Grammar & Punctuation Spelling Handwriting Underlined statements are linked to KS1 assessment framework requirements

Start (1.0) Emerging (1.1) Working Towards (1.2) **EXPECTED (1.3)** Working Above (1.4) Exceeding (1.5)

<p>Talk about what their ideas for writing</p> <p><u>Ideas are linked to the topic</u></p> <p><u>Writing demonstrates one clause sentences (simple)</u></p> <p><u>Some awareness of capital letters or full stops</u></p> <p><b><u>Most words containing taught phonemes are correct- GPCs, (phase 3/4)</u></b></p> <p><b><u>Some common keywords (Yr1 list) are spelt accurately and others are phonetically plausible</u></b></p> <p><u>Lower case letters are mostly formed accurately</u></p> <p>The writer can read their own work</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>some-</b> starting to acquire skill/knowledge, demonstrated on occasion but not consistent or frequent</p> <p><b>most-</b> statement generally met with only occasional errors.</p> <p><b>many-</b> met frequently but not yet consistent</p> </div>	<p>Talk about writing ideas and compose a sentence orally</p> <p><u>Writing makes sense and can be read</u></p> <p><u>Some use of simple co-ordination (conjunction) is evident using 'and' to join clauses</u></p> <p><u>Beginning to punctuate sentences with some accuracy using:</u> - capital letters and full stops</p> <p><u>Capital letter for proper nouns (names of people, places, the days of the week) and the personal pronoun 'I'</u></p> <p><b><u>Most words containing taught phonemes (phase 5) and GPCs are spelt accurately</u></b></p> <p><b><u>Most key words set out in Y1 list are spelt accurately</u></b></p> <p><b><u>Days of the week are spelt mostly accurately (phonetically plausible errors)</u></b></p> <p>Name the letters of the alphabet</p> <p>-s/-es is used for plurals</p> <p>Add the prefix <i>un-</i></p> <p>Add suffixes <i>-ing, -ed, -er, and -est</i> where no change is needed in the spelling of the root word. [eg <i>helping, helped, helper, eating, quicker, quickest</i>]</p> <p>Remember and write a simple dictation sentence</p> <p><u>Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place</u></p> <p><u>Capital letters and digits 0 to 9 are mostly formed and orientated accurately</u></p> <p><u>Some consistency in the size and spacing of digits and letters throughout the writing</u></p> <p>Read their own writing out loud</p>	<p><u>Write simple narratives about personal experiences and those of others (real or fiction)</u></p> <p><u>Write about real events, recording these simply and clearly</u></p> <p>Able to make some of their own writing choices and talk about them</p> <p><u>Consistent use of co-ordination (and/but) in independent writing</u></p> <p><u>Evidence of experimenting with other conjunctions from their reading (so because, when)</u></p> <p><u>Capital letters, full stops are mostly accurate</u></p> <p><u>Uses question marks correctly when required</u></p> <p>Some experimenting with punctuation/grammar beyond those taught (maggie from reading) (eg exclamation marks, commas etc)</p> <p><u>Use phonics effectively to spell unknown words.</u></p> <p><u>Spelling rules are beginning to be independently applied in their own writing with increasing accuracy</u></p> <p><u>Some evidence of taught suffixes in their writing, spelt correctly (-ing, -ed, -er, and -est)</u></p> <p><u>Consistently spells most Yr1 keywords (common exception words) accurately</u></p> <p><u>Consistency in the size and spacing of letters is maintained throughout the writing</u></p> <p><u>Spacing between words is mostly appropriate</u></p> <p><u>Reread own writing to check it makes sense</u></p>
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**Yr 1 terminology for pupils:** letter, capital letter, word, singular, plural, sentence, noun, punctuation, full stop, question mark, exclamation mark

# Year 2 /End of Key Stage 1 Writing Standards

Composition Grammar & Punctuation **Spelling** Handwriting

Underlined statements are KS1 TAF requirements

Start (2.0)	Emerging (2.1)	Working Towards (2.2)	<b>EXPECTED (2.3)</b>	Working Above (2.4)	<b>Exceeding (2.5)</b>
<p>Talk through ideas for writing and record them, with support</p> <p><u>Write sentences that are sequenced to form a short narrative (real or fictional)</u></p> <p>Use conjunction 'and' to link ideas</p> <p><u>Capital letters, full stops demarcate <b>some</b> sentences</u></p> <p>Awareness of question marks</p> <p>Some awareness/attempt at apostrophes for contractions- but not always successful</p> <p><b>Some</b> KS1 keywords (common exception words) are spelt accurately</p> <p><u>Segment spoken words into phonemes and represent these by graphemes, spelling <b>some</b> words correctly and making phonically-plausible attempts at others</u></p> <p><u>Form lower-case letters in the correct direction, starting and finishing in the right place</u></p> <p><u>Form lower-case letters of the correct size relative to one another in some of their writing</u></p> <p><u>Use spacing between words</u></p> <p>With support, read their own work</p>			<p>Plan/record their writing ideas, including vocabulary</p> <p><u>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</u></p> <p><u>Write about real events, recording these simply and clearly</u></p> <p>Show <b>some</b> features of written Standard English</p> <p>Simple (one clause) sentences are grammatically correct</p> <p>Sentences with different forms: statements, questions, exclamations, commands</p> <p><u>Use conjunctions for co-ordination (or / and / but) to join clauses</u></p> <p><u>Use <b>some</b> subordination (when / if / that / because) to join clauses</u></p> <p><b>Some</b> expanded noun phrases/adjectives to describe and specify</p> <p>Begin to use adverbs</p> <p><u>Use present and past tense <b>mostly</b> correctly and consistently</u></p> <ul style="list-style-type: none"> <li>- capital letters, full stops demarcate sentences <b>mostly</b> accurate</li> <li>- use question marks when required</li> <li>- shows awareness of exclamation marks</li> <li>- apostrophes for <b>some</b> contracted forms</li> <li>- <b>may</b> begin to use possessive apostrophe (singular) not always successful</li> <li>- starting to use commas in a list</li> </ul> <p><u>Segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> of these words correctly and make phonically-plausible attempts at others</u></p> <p><u>Spell <b>many</b> keywords (common exception words) correctly (including contractions and homophones)</u></p> <p><u>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</u></p> <p><u>Use spacing between words reflects the size of letters</u></p> <p>Read their own writing aloud with some correct intonation</p>		<p><u>Write effectively and coherently for different purposes</u></p> <p><u>Draw on their reading to inform the vocabulary and grammar choices of their writing (magpied)</u></p> <p>Use a range of sentence types and styles to interest the reader</p> <p>Use a blend of co-ordination and subordination to extend ideas in different ways</p> <p>Use time words (adverbials) to link ideas and build cohesion</p> <p>Expanded noun phrases/ adjectives are used to add relevant detail to the writing</p> <p>Adverbs are used to add relevant detail to the writing</p> <p>Present and past tense, including the progressive form, are correctly chosen and used consistently throughout writing</p> <p><u>Use the punctuation taught at key stage 1 <b>mostly</b> correctly:</u></p> <ul style="list-style-type: none"> <li>- full stops and capital letters</li> <li>- question marks</li> <li>- exclamation marks</li> <li>- commas in lists</li> <li>- apostrophes for contraction</li> <li>- apostrophes for possession</li> </ul> <p><u>Spell <b>most</b> keywords (common exception words)</u></p> <p><u>Add suffixes to spell <b>most</b> words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</u></p> <p><u>Use the diagonal and horizontal strokes needed to join <b>some</b> letters.</u></p> <p><u>Make simple additions, revisions and proof-reading corrections to their own writing</u></p>
<p><b>some</b>- starting to acquire skill/knowledge, demonstrated on occasion but not consistent or frequent</p> <p><b>most</b>- statement generally met with only occasional errors.</p> <p><b>many</b>- met frequently but not yet consistent</p>					

**Yr 2 terminology for pupils:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/present), apostrophe, comma

## End of Key Stage Teacher Assessment Framework (TAF) - Writing

This framework is to be used to make an end of year teacher assessment judgement, not to track progress or as a teaching program. Teachers need to have evidence which demonstrates that the pupil meets the standard described overall. A pupil's **writing should meet all the statements** within the standard at which they are judged. However, teachers can use their **discretion** to ensure that, on occasion, **a particular weakness does not prevent an accurate judgement** being made of a pupil's attainment overall. **A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only.**

A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made. A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall. A pupil's writing which teachers use to make judgements must be produced independently.

Some of the statements contain qualifiers: **some**- starting to acquire skill/knowledge and demonstrated on occasion but not consistent or frequent, **many**- statement is met frequently but not yet consistently, **most**- statement generally met with only occasional errors.

Working towards the expected standard (WTS)	Working at the expected standard (EXS/2.3 or 2.4)	Working at greater depth within the expected standard (GDS/2.5)
<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate <b>some</b> sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling <b>some</b> words correctly and making phonically-plausible attempts at others</li> <li>• spell <b>some</b> common exception words* (NC spelling appendix)</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate <b>most</b> sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense <b>mostly</b> correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and <b>some</b> subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> of these words correctly and making phonically-plausible attempts at others</li> <li>• spell <b>many</b> common exception words* (NC spelling appendix)</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>The pupil can, after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• use the punctuation taught at key stage 1 <b>mostly</b> correctly</li> <li>• spell <b>most</b> common exception words*</li> <li>• add suffixes to spell <b>most</b> words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* (NC spelling appendix)</li> <li>• use the diagonal and horizontal strokes needed to join <b>some</b> letters.</li> </ul>

**Writing Pre-key stage 1:** pupils working below the national curriculum assessment standard. **For use from 2018/19 academic year.**

Engagement Model must be used for statutory assessment of pupils not engaged in subject-specific study at the end of Key Stage 1.

<p><b>Standard 1</b></p> <p><b>Composition-</b> The pupil can:</p> <ul style="list-style-type: none"><li>• say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’).</li></ul> <p><b>Transcription-</b> The pupil can:</p> <ul style="list-style-type: none"><li>• draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).</li></ul>
<p><b>Standard 2:</b></p> <p><b>Composition -</b> The pupil can:</p> <ul style="list-style-type: none"><li>• say a clause to complete a sentence that is said aloud (e.g. ‘When we went to the beach today,...we ate ice cream / I played in the sand / it was hot’).</li></ul> <p><b>Transcription-</b> The pupil can:</p> <ul style="list-style-type: none"><li>• form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading</li><li>• identify or write these 10+ graphemes on hearing corresponding phonemes.</li></ul>
<p><b>Standard 3:</b></p> <p><b>Composition -</b> The pupil can:</p> <ul style="list-style-type: none"><li>• make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences</li><li>• write a caption or short phrase using the graphemes that they already know.</li></ul> <p><b>Transcription</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"><li>• form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading</li><li>• identify or write these 20+ graphemes on hearing the corresponding phonemes</li><li>• spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</li></ul>
<p><b>Standard 4</b></p> <p><b>Composition -</b> The pupil can:</p> <ul style="list-style-type: none"><li>• make up their own sentences and say them aloud, after discussion with the teacher</li><li>• write down one of the sentences that they have rehearsed.</li></ul> <p><b>Transcription</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"><li>• form most lower-case letters correctly</li><li>• identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</li><li>• spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</li><li>• spell a few common exception words (e.g. I, the, he, said, of).</li></ul>

# Maths Standards

**EYFS Early Learning Goals**

**Year 1 Curriculum Assessment Grids**

**Year 2 Curriculum Assessment Grids**

**End of Key stage 1 Teacher Assessment Framework (TAF) (Yr2)**

**Pre-Key stage Assessment Framework (Yr2)**

Number	Calculation	Fractions
Measures	Geometry	Statistics

## EYFS Early Learning Goal - Maths

<b>ELG: Number</b>	<b>ELG: Numerical Patterns</b>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Have a deep understanding of number to 10,<ul style="list-style-type: none"><li>- including the composition of each number</li></ul></li><li>- Subitise (recognise quantities without counting) up to 5</li><li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)<ul style="list-style-type: none"><li>- some number bonds to 10, including double facts.</li></ul></li></ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Verbally count beyond 20, recognising the pattern of the counting system</li><li>- Compare quantities up to 10 in different contexts,<ul style="list-style-type: none"><li>- recognising when one quantity is greater than, less than or the same as the other quantity</li></ul></li><li>- Explore and represent patterns within numbers up to 10, including:<ul style="list-style-type: none"><li>- evens and odds,</li><li>- double facts</li><li>- how quantities can be distributed equally.</li></ul></li></ul>

This is a best fit assessment. Teachers must decide whether a child is meeting the expected levels of development ('expected'), or if they are not yet reaching expected levels ('emerging'). There is no exceeded.

Year 1 Mathematics Standards		Number	Calculation	Fractions	Measures	Geometry	Statistics	Underlined statements reflect KS1 TAF requirements
Start (1.0)	Emerging (1.1)	Working Towards (1.2)	EXPECTED (1.3)			Working Above (1.4)	Exceeding (1.5)	
<p>Count up to 100 in 1s beginning with 0 or 1</p> <p>Read numbers up to 50 in numerals</p> <p>Count up in 2s and 10s from 0</p> <p>Read numbers up to 20 in words</p> <p>Identify one more and one less than any number up to 20</p> <p>Begin to use the language of more than, less than to compare numbers</p> <p>Recognise the function of the – and + symbols</p> <p>Represent (pictures/resources/roleplay) number bonds within 10</p> <p>Add and subtract single digit numbers in a range of real life situations and role play using concrete objects</p> <p>Use doubling and halving in real life and role play contexts</p> <p>Use sharing and grouping in a range of real life and role play contexts</p> <p>Know that half is dividing a whole into two equal parts</p> <p>Know that a quarter is dividing a whole into four equal parts</p>	<p>Count to 100, forwards and backwards, beginning from 0 or 1, or from any given number</p> <p>Read and write numbers to 100 in numerals and begin to recognise place value</p> <p>Count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less up to 100</p> <p>Identify and represent numbers using objects</p> <p>Identify and represent numbers using pictorial representations including the number line</p> <p>Use the language of: same as, equal to, total, more than, less than (fewer), most, least)</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Represent (pictures/resources) number bonds and related subtraction facts within 10</p> <p>Recall and use number bonds and related subtraction facts within 10</p> <p>Add and subtract one-digit numbers, including zero</p> <p>Add and subtract a two digit number and a one digit number including zero</p> <p>Add and subtract two-digit numbers to 20</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</p> <p>Solve missing number problems such as <math>\square - 8 = 12</math>, <math>12 = \square + 5</math></p> <p>Double numbers up to 10 using objects, recognising that you add the same number twice</p> <p>Halve numbers from 20</p> <p>Solve one-step problems involving multiplication and division by grouping and sharing using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Recognise, find and name a half as one of two equal parts of an object or shape</p> <p>Recognise, find and name a half of as one of two equal parts of a quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object or shape</p> <p>Recognise, find and name a quarter as one of four equal parts of a quantity</p>	<p>Begin to count beyond 100 and begin to see the pattern</p> <p>Identify multiples of 2s, 5s and 10s in a set of numbers and explain how they know</p> <p>Identify 2 and 5 more/ less than a given number mentally and explain their strategy</p> <p>Reason how estimating can help when problem solving</p> <p>Partition a two digit number in tens and ones</p> <p>Justify their ordering of numbers up to 100 on an empty number line</p> <p>Compose oral maths stories and role-play around given number sentences</p> <p>Know that re-ordering numbers in a number sentence ‘may’ affect the answer</p> <p>Talk about links between addition and subtraction facts up to 20</p> <p>Use empty number lines to solve addition and subtraction calculations</p> <p>Create and test their own missing number problems</p> <p>Explain strategies solving addition and subtraction problems involve two 2-digit numbers up to 20, but where the answer is over 20 (e.g. 12+17)</p> <p>Predict when a number will not share equally by 2 and explain how they know</p> <p>Explain the relationship between arrays and multiplication</p> <p>Solve problems involving multiplication and division and explain their strategy</p> <p>Explain why some shapes are difficult to halve or quarter</p> <p>Predict which quantities cannot be halved or quartered equally and explain their reasoning</p>						
<p>Make direct comparisons between:</p> <ul style="list-style-type: none"> <li>- lengths/heights, (longer/shorter, taller/shorter)</li> <li>- mass/weight (heavier, lighter)</li> <li>- capacity/volume (full/empty, more full, less full)</li> <li>- time (earlier, later)</li> </ul>	<p>Compare, describe (with appropriate vocabulary) and solve practical problems across a range of measures including:</p> <ul style="list-style-type: none"> <li>- lengths and heights (long/short/longer/shorter/double/half),</li> <li>- mass/weight (heavy/light/heavier/lighter),</li> <li>- capacity and volume (full/empty/more than/less than/half full/quarter full)</li> <li>- time (quicker/slower)</li> </ul> <p>Measure and begin to record in whole units:</p> <ul style="list-style-type: none"> <li>- lengths and heights (begin to use a ruler)</li> <li>- mass/weight (begin to use kg/g with scale)</li> <li>- capacity/volume (non-standard measures- cupfuls, jugfuls standard- litres)</li> <li>- time (hours, minutes, seconds)</li> </ul>	<p>Read simple scales in divisions of ones</p> <p>Explain why it is important to use the same units of measure when comparing lengths etc</p> <p>Explain the strategy used to solve practical problems across a range of measurements</p>						

<p><u>Recognise a variety of different coins and notes</u></p> <p>Use simple language to describe the chronology of events (today, yesterday, tomorrow, tonight, last night, this morning)  <u>Know the days of the week</u>, months of the year          Know that a clock 'measures' time</p> <p><u>Tell o'clock times</u></p> <p><u>Handle and talk about the different common 2-D and 3-D shapes using everyday language</u></p> <p>Use the language of top, middle and bottom to talk about position, direction and movement</p>	<p><u>Recognise and know the value of different denominations of coins and notes (£5, £10, £20, £50)</u></p> <p>Sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening)          Use language relating to dates, including days of the week, weeks, months and years when talking about events</p> <p><u>Tell the time to the hour and half past the hour</u>          Draw the hands on the clockface for the hour</p> <p><u>Recognise and name common 2-D shapes, including rectangles (know squares are a type of rectangle), circles and triangles, pentagons, hexagon</u>  <u>Recognise and name common 3-D shapes, including cuboids (know cubes are special cuboids), pyramids and spheres</u></p> <p>Recognise the shapes in different orientations and sizes</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns (can demonstrate with body)</p>	<p><u>Order the denominations of coins and notes and explain why</u></p> <p>Make comparisons between different passages of time e.g. a week being 7 days a school week is 5 days 2 days in a weekend</p> <p>Draw clock times for hour, half hour and link to everyday events</p> <p><u>Recognise turning clockwise with movement on a clock face</u></p> <p><u>Sort 2-D shapes and explain their decisions</u></p> <p><u>Sort 3-D shapes and explain their decisions</u></p> <p>Create and record simple sequences of movement including changes in direction and turns          Understand and use left and right          Explain how many half and quarter turns is the same as a full turn</p>
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Notes:

Year 2 /End of KS1 Mathematics Standards			Number	Calculation	Fractions	Measures	Geometry	Statistics	Underlined statements are KS1 TAF requirements
Start (2.0)	Emerging (2.1)	Working Towards (2.2)	EXPECTED (2.3)			Working Above (2.4)			Exceeding (2.5)
<p><u>Count in 2s, 5s and 10s from 0 and use these to solve problems</u></p> <p><u>Partition 2-digit numbers into tens and ones to demonstrate place value (may used structured resources to support)</u></p> <p>Estimate sets of objects up to 50</p> <p>Order numbers up to 50.</p> <p>Compare numbers and begin to use &lt; &gt;</p> <p>Know that the = sign means balance/the same as</p> <p><u>Read and write numbers up to 100 in numerals</u></p> <p><u>Recall at least four of the six number bonds for 10 and reason about associated facts (+ - facts)</u></p> <p><u>Add and subtract, without regrouping, explaining method verbally, with apparatus or pictures:</u></p> <ul style="list-style-type: none"> <li>- <u>a two-digit number and ones</u></li> <li>- <u>a two-digit number and tens</u></li> </ul> <p>Begin to use commutativity in addition</p> <p>Recognise addition and subtraction number families and use this to solve simple problems</p>	<p>Count in steps of 2, 3, and 5 from 0 forwards</p> <p>Count in steps of 2, 3, and 5 from 0 backwards</p> <p>Count in tens from any number, forward and backward</p> <p><u>Partition any two digit number into different combinations of tens and ones, explain thinking verbally, in pictures or using apparatus</u></p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p><u>Read a numberline in divisions of 1s, 2s, 5s, 10s</u></p> <p>Compare and order numbers to at least 100 and use the &lt; &gt; and = sign</p> <p><u>Read and write numbers to at least 100 in numerals and in words</u></p> <p>Use place value and number facts to solve problems</p> <p><u>Recall all number bonds to and within 10</u></p> <p><u>Use number bonds to/within 10 to reason with and calculate bonds to and within 20, recognising other related facts</u></p> <p><u>Add and subtract numbers, using an efficient strategy, explaining their method verbally, in pictures or using apparatus</u></p> <ul style="list-style-type: none"> <li>- <u>a two-digit number and ones</u></li> <li>- <u>a two-digit number and tens</u></li> <li>- <u>any two two-digit numbers without regrouping</u></li> <li>- <u>any two two-digit numbers with regrouping</u></li> <li>- adding three one-digit numbers</li> </ul> <p>Show addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Recognise and use the inverse relationship between addition and subtraction</p> <p>Use inverse to check calculations and solve missing number problems</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- use concrete objects and pictorial representations including those involving numbers, quantities and measures</li> </ul>	<p>Categorise numbers in a set as multiples of 2s, 3s, 5s and 10s and explain why</p> <p>Explain how estimating can help when solving problems with larger numbers</p> <p>Compare and contrast a set of 2-digit numbers, reasoning about similarities and differences</p> <p>Use place value and number facts to solve problems and explain their strategy</p> <p><u>Read and place numbers on a number line (estimate) where not all numbers on the scale are given</u></p> <p>Recall and use addition facts to 20 fluently</p> <p>Derive and use related facts up to 100</p> <p>Begin to add and subtract using mental strategies</p> <p>Use estimation to check answers are reasonable</p> <p>Use columnar (expanded) addition and subtraction appropriately and accurately in a range of contexts</p> <p>Explain how the inverse calculations can help to check</p> <p>Rearrange the order in a missing number problem (e.g. <math>7 + \underline{\quad} = 10</math>, <math>10 = 7 + \underline{\quad}</math> <math>10 - 7 = \underline{\quad}</math>).</p> <p>Solve more complex missing number problems (eg. <math>14 + \underline{\quad} - 3 = 17</math>, <math>14 + \underline{\quad} = 15 + 27</math>)</p> <p>Reason about odd/even numbers (Eg. sum of 3 odd numbers will always be odd etc)</p>							

<p>Know that some numbers are odd and some even</p> <p>Recognise the x and ÷ signs Begin to know some multiplication facts ( 2s, 5s and 10s) can use concrete objects, pictures</p> <p>Solve pairs of calculations using the same numbers and spot that some give the same answer Know that grouping/sharing can help with multiplication and division</p> <p>Solve simple problems using counting strategies, concrete objects and drawing it out</p> <p>Recall doubles and halves to 10</p> <p>Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of given shapes and numbers</p> <p>Recognise that thirds arise by dividing into 3 equal parts</p> <p>Count up and down in <math>\frac{1}{2}</math></p>	<p>Identify and sort odd and even numbers</p> <p>Use the multiplication (x), division (÷) and equals (=) signs <u>Recall multiplication and division facts for 2, 5 and 10</u> <u>Use multiplication and division facts for 2, 5, 10 to solve simple problems, demonstrating an understanding of commutativity as necessary</u></p> <p>Calculate mathematical statements for multiplication and division within the taught multiplication tables and record them Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Recall doubles and halves to 20 and link to multiplication and division</p> <p><u>Identify (recognise, find, name, write) <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> of a number or shape, and know that all parts must be equal parts of the whole</u></p> <p>Identify (recognise, find, name, write) <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> of a length, quantity</p> <p>Write simple fractions of numbers, for example, <math>\frac{1}{2}</math> of 6=3 Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> Count in taught fractions up to 10, starting from any number Correctly place <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> in order</p>	<p><u>Recall and use multiplication and division facts for 2, 5, 10 and make deductions outside known facts (eg. 18x5 is not 92 as doesn't end in 5 etc)</u></p> <p><u>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking</u></p> <p><u>Solve unfamiliar word problems with more than one step</u></p> <p>Determine remainders given known facts</p> <p>Reasoning: explain why a statement is true/false using their knowledge</p> <p>Evaluate their approach to a problem and conclude whether it was efficient or not suggesting improvements</p> <p>Order <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> on an empty number line and justify their position</p> <p>Find fractions of amounts (<math>\frac{1}{4}</math> of 20, <math>\frac{1}{2}</math> of 8)</p> <p>Compare fractions of amounts (<math>\frac{1}{4}</math> of 20, <math>\frac{1}{2}</math> which is biggest/smallest)</p>
<p>Know the standard units of: - length/height (m/cm) - mass (kg/g) - temperature (°C) - capacity (l/ml)</p> <p>Identify the correct equipment to use With support, measure using cm/m, litres and kgs where the answer is a whole</p> <p><u>Know the value of different coins</u> Becoming fluent in counting using coins, including counting in 2s, 5s and 10s</p> <p>Add together small numbers of coins and record the calculation using the (p) pence symbol Use addition of coins in practical role play situations and to solve problems</p>	<p>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels: - length/height in any direction (m/cm) - mass (kg/g) - temperature (°C) - capacity (litres/ml)</p> <p><u>Read scales in divisions of ones, twos, fives and tens</u> Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; =</p> <p>Recognise and use symbols for pounds (£) and pence (p)</p> <p><u>Use different coins to make the same amounts of money</u></p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p><u>Read scales in divisions of ones, twos, fives and tens where not all numbers are given and estimate points between</u></p> <p>Calculate differences between measures where the unit is the same</p> <p>Justify their thinking when comparing and ordering measures, including linking to fractions (e.g., this is half the length of that)</p> <p>Justify why some amounts cannot be made with certain coins (e.g. 17p using 10ps and 5ps)</p> <p>Explain how a money problem has been solved, using the appropriate vocabulary</p>

<p>Use the correct interval of time when discussing events (e.g. minute, second, hour, day, week, year)</p> <p>Read the time to the hour and half past</p> <p><u>Name <b>some</b> common 2D shapes from a group of shapes or pictures (triangles, rectangles, squares, circles).</u> <u>Describe <b>some</b> of the properties of 2D shapes.</u></p> <p><u>Name <b>some</b> common 3D shapes from a group of shapes or pictures (cuboids, cubes, pyramids and spheres)</u> <u>Describe <b>some</b> of the properties of 3D shapes.</u></p> <p>Complete given patterns and sequences</p> <p>Know that rotation means turn and begin to use clockwise and anti-clockwise to describe turns</p> <p>Know that data means information and that it can be presented in different forms Use tallies to record data</p> <p>Interpret information presented in tally charts and pictograms</p>	<p>Compare and sequence intervals of time <u>Read the time on a clock to the nearest 15 minutes, including quarter past/to the hour</u></p> <p>Draw hands on a clock face to show times</p> <p>Know the number of minutes in an hour and hours in a day</p> <p>Draw lines and shapes using a straight edge <u>Name 2D shapes (including polygons, quadrilaterals)</u> <u>Describe the properties of 2-D shapes (number of sides, vertices and line of symmetry)</u></p> <p><u>Name 3D shapes (prisms, cones)</u> <u>Describe the properties of 3-D shapes (number of edges, vertices and faces)</u></p> <p>Identify 2-D shapes on the surface of 3-D shapes [eg.circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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 (left, right, clockwise, anti-clockwise)</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects(totalling) in each category and sorting the categories by quantity</p> <p>Ask and answer questions about comparing categorical data</p>	<p><u>Read the time on a clock to the nearest 5 minutes</u></p> <p>Calculate differences between events that are on the hour and half past the hour (e.g. 8.30 and 10.00 = 1 and ½ hours)</p> <p><u>Describe the similarities and differences of 2D and 3D shapes, using their properties</u></p> <p>Sort and re-sort shapes according to different criteria and explain why some shapes moved groups while others stayed together</p> <p>Justify their thinking when solving and creating sequence puzzles Generalise about patterns, explaining how they know what the nth term in a pattern will be (e.g. Using the first 5 shown, predict the 10th will be.... because....)</p> <p>Solve and create maze puzzles involving quarter, half and three-quarter turns</p> <p>Explain their choices as to recording and presenting data (e.g. why a pictogram was more effective than presenting the data in a table)</p> <p><u>Read and estimate the scale on an axis where not all the numbers are given</u></p> <p>Explain method when solving problems with categorical data</p>
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Notes:

## End of Key Stage Teacher Assessment Framework (TAF) - Maths

The evidence informing a teacher's judgement **must include the statutory end-of-key stage 1 mathematics test**, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

<p>Working towards the expected standard <b>(WTS)</b> The pupil can:</p>	<p>Working at the expected standard <b>(EXS/2.3 or 2.4)</b> The pupil can:</p>	<p>Working at greater depth within the expected standard <b>(GDS/2.5)</b> The pupil can:</p>
<ul style="list-style-type: none"> <li>• read and write numbers in numerals up to 100</li> <li>• partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources (eg base 10) to support them</li> <li>• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math> <math>46 + 20</math> <math>16 - 5</math> <math>88 - 30</math>)</li> <li>• recall at least four of the six number bonds for 10 (<math>0+10</math>, <math>1+9</math>, <math>2+8</math>, <math>3+7</math>, <math>4+6</math>, <math>5+5</math>) and reason about associated facts (e.g. <math>6 + 4 = 10</math> , therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</li> <li>• count in twos, fives and tens from 0 and use this to solve problems</li> <li>• know the value of different coins</li> <li>• name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</li> </ul>	<ul style="list-style-type: none"> <li>• read scales in divisions of 1s, 2s, 5s 10s</li> <li>• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math> <math>72 - 17</math>)</li> <li>• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math> if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math> leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> <li>• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>• identify <math>1/4</math>, <math>1/3</math> , <math>1/2</math> , <math>2/4</math>, <math>3/4</math>, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>• use different coins to make the same amount</li> <li>• read the time on a clock to the nearest 15 minutes</li> <li>• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• read scales (number line, practical situation or graph axis) where not all numbers on the scale are given and estimate points in between</li> <li>• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</li> <li>• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \blacklozenge</math> 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</li> <li>• solve unfamiliar 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?')</li> <li>• read the time on a clock to the nearest 5 minutes</li> <li>• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</li> </ul>

### Maths SAT

Paper 1 total:

Paper 2 total:

1 & 2 Total:

Scaled score:

**Maths Pre-key stage 1:** for pupils working below the national curriculum assessment standard. **For use from the 2018/19 academic year.**

Engagement Model must be used for statutory assessment of pupils not engaged in subject-specific study at the end of Key Stage 1.

Maths	Notes/comments
<p><b>Standard 1:</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play)</li> <li>• distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects</li> <li>• demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).</li> </ul>	
<p><b>Standard 2:</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• identify the big or small object from a selection of two</li> <li>• sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)</li> <li>• say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)</li> <li>• demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked</li> <li>• copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).</li> </ul>	
<p><b>Standard 3:</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10</li> <li>• demonstrate an understanding that the last number counted represents the total number of the count</li> <li>• use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present</li> <li>• copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).</li> </ul>	
<p><b>Standard 4:</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• read and write numbers in numerals from 0 to 9</li> <li>• demonstrate an understanding of the mathematical symbols of add, subtract and equal to</li> <li>• solve number problems involving the addition and subtraction of single-digit numbers up to 10</li> <li>• demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. <math>2 + 2 = 4</math> and <math>3 + 1 = 4</math>)</li> <li>• demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>)</li> <li>• demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>)</li> <li>• demonstrate an understanding that the total number of objects changes when objects are added or taken away</li> <li>• demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away</li> <li>• count to 20, demonstrating that the next number in the count is one more and the previous number is one less</li> <li>• recognise some common 2-D shapes.</li> </ul>	

# **Science**

**Year 1 Assessment Grid**

**Year 2 Assessment Grid**

**End of Key stage 1 Teaching Assessment Framework  
(Yr2 TAF)**

Year 1 Name: _____ Class: _____		Year 1 Programme of study
<b>Working scientifically</b> Children should be taught to:		NC and Notes
<b><u>Ask simple questions and recognise that they can be answered in different ways.</u></b>	Asks simple questions about what they notice about the world around them. Demonstrates curiosity by the questions they ask. Asks people questions (e.g. an expert or hot-seating). Uses simple primary and secondary sources (such as objects, books and photographs) to find things out.	<b>Seasonal changes</b> <u>Observe changes across the four seasons</u>  <u>Observe and describe weather associated with the seasons and how day length varies</u>
<b><u>Observe closely using simple equipment</u></b>	Begins to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed. Uses observations to make suggestions and/or ask questions. Looks/ observes closely and communicates changes over time. Looks/ observes closely and communicates the features or properties of things in the real world. Observes closely using their senses to compare different textures, sounds and smells. Measures using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc. Observes closely, using simple equipment (e.g. hand lenses, egg timers).	<b>Animals including humans</b> <u>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</u>
<b><u>Perform simple tests</u></b>	With help, carries out a simple test/comparative test. With help, makes a simple prediction or suggestion about what might happen. Begins to suggest some ideas e.g. chooses which equipment to use, chooses which materials to test from a selection. Talks about ways of setting up a test.	<u>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</u>
<b><u>Identify and classify</u></b>	Names/identifies common examples and some common features. With help, decides how to sort and group objects, materials or living things. Names basic features of objects, materials and living things. Says how things are similar or different. Compares and contrast simple observable features / characteristics of objects, materials and living things.	<u>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</u> <u>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</u>
<b><u>Use their observations and ideas to suggest answers to questions</u></b>	Begins to use simple scientific language (from Y1 PoS) to talk about what they have found out or why something happened. Uses their recordings to talk about and describe what happened.	<b>Plants</b> <u>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</u> <u>Identify and describe the basic structure of a variety of common flowering plants, including trees.</u>
<b><u>Gather and record data to help in answering questions.</u></b>	Communicates their ideas to a range of audiences in a variety of ways. Completes a pre-constructed table / chart using picture records or simple words. Adds annotations to drawings or photographs. Begins to use some simple scientific language from Y1 PoS. Records simple visual representations of observations made.	<b>Materials</b> <u>Distinguish between an object and the material from which it is made</u> <u>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</u> <u>Describe the simple physical properties of a variety of everyday materials</u> <u>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</u>

Working scientifically Children should be taught to:		Year 2 Programme of study Children should be taught to:
		NC and Notes
<b>Ask simple questions and recognise that they can be answered in different ways.</b>	<p>Raises their own logical questions based on or linked to things they have observed.</p> <p>With help / scaffolds, begins to ask questions such as 'What will happen if...?'</p> <p>Talks about how useful an information source was and expresses opinion about findings.</p> <p>Makes suggestions about who to ask or where to look for information.</p> <p>Asks people questions to help them answer their questions.</p> <p>Uses simple and appropriate secondary sources (such as books, photographs, internet and other technology) to find things out / find answers.</p>	<p><b>Living things and their habitats</b></p> <p><u>Explore and compare the differences between things that are living, dead, and things that have never been alive.</u></p> <p><u>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</u></p> <p><u>Identify and name a variety of plants and animals in their habitats, including microhabitats.</u></p> <p><u>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</u></p>
<b>Observe closely using simple equipment</b>	<p>Observes and describes simple processes/cycles/changes with several steps.</p> <p>Observes closely and communicates with increasing accuracy the features or properties of things in the real world.</p> <p>Measures using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy.</p> <p>Begins to make decisions about which equipment to use.</p> <p>Correctly and safely uses equipment provided to make observations and/or take simple measurements.</p>	<p><b>Animals including humans</b></p> <p><u>Notice that animals, including humans, have offspring which grow into adults.</u></p>
<b>Perform simple tests</b>	<p>Carries out simple comparative tests as part of a group, following a method with some independence.</p> <p>Makes a simple prediction about what might happen and tries to give a simple reason (even though it might not be correct).</p> <p>With support, makes suggestions on a method for setting up a simple comparative test.</p> <p>Talks about a practical way to find answers to their questions.</p>	<p><u>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</u></p>
<b>Identify and classify</b>	<p>Names / identifies common examples, some common features or different uses.</p> <p>Sorts and groups objects, materials or living things by observable and/or behavioural features.</p> <p>Compares and contrasts a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences.</p>	<p><u>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u></p>
<b>Use their observations and ideas to suggest answers to questions</b>	<p>Uses observations to make suggestions and/or ask questions.</p> <p>Uses simple scientific language from the Y2 PoS to talk about / record what they have noticed.</p> <p>Begins to use simple scientific language (from Y2 PoS) to explain what they have found out.</p> <p>Gives a simple, logical reason why something happened (e.g. I think ... because...).</p> <p>Begins to discuss if a test was unfair.</p>	<p><b>Plants</b></p> <p><u>Observe and describe how seeds and bulbs grow into mature plants</u></p> <p><u>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</u></p>
<b>Gather and record data to help in answering questions.</b>	<p>Records and communicate their findings in a range of ways to a variety of audiences.</p> <p>Uses simple scientific language with increasing accuracy (from Y2 PoS).</p> <p>Records simple data with some accuracy to help in answering questions.</p> <p>With support or using frameworks, makes decisions about how to complete a variety of tables/charts (e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale).</p> <p>Sequences / annotates photographs/diagrams of change over time.</p> <p>Produces increasingly detailed drawings which are labelled/annotated.</p> <p>With support, begins to notice patterns in their data (e.g. order their findings, sequence best to worst, say what happened over time, etc.)</p> <p>Recognises if results match predictions (say if results were what they expected).</p> <p>Uses their recordings to talk about and describe what has happened.</p>	<p><b>Materials</b></p> <p><u>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</u></p> <p><u>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</u></p>

This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 curriculum. It is not intended to be used to track progress throughout the key stage. The standard in this framework contains a number of ‘pupil can’ statements. To judge that a pupil is working at this standard in science, teachers need to have evidence which demonstrates that the pupil meets all of the ‘working scientifically’ statements and all of the ‘science content’ taught in the final year of the key stage. There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

### Working at the expected standard (EXS)

#### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- 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:
  - ♣ observing changes over time
  - ♣ noticing patterns
  - ♣ grouping and classifying things
  - ♣ carrying out simple comparative tests
  - ♣ finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

#### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

# Progress Record for Floppy's Phonics

<b>School:</b>	
<b>Year:</b>	<b>Class:</b>

<b>Reception</b>	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	<b>Highlighted Words</b>
<b>2 weeks per book</b>	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	[Add any high frequency words you feature on your main display via your systematic and incidental teaching.]
Level 1+ <b>Book 1</b> s a t p							Example Words:
Level 1+ <b>Book 2</b> i n m d							
Level 1+ <b>Book 3</b> g o c k							
Autumn half term							
Level 1+ <b>Book 4</b> -ck e u r							
Level 1+ <b>Book 5</b> h b f -ff							
Level 1+ <b>Book 6</b> l -ll -le -ss							
End of autumn term							
Level 2 <b>Book 7</b>							

<b>j v w</b>							
Level 2 <b>Book 8</b> <b>x y z</b>							
Level 2 <b>Book 9</b> <b>-zz qu ch</b>							
Spring half term							
Level 2 <b>Book 10</b> <b>sh th -ng</b>							
Level 2 <b>Book 11</b> <b>-dge -ve wh</b>							
Level 2 <b>Book 12</b> <b>-cks -tch -nk</b>							
End of spring term							
Level 3 <b>Book 13</b> <b>ai ee -igh</b>							
Level 3 <b>Book 14</b> <b>oa -oo oo</b>							
Level 3 <b>Book 15</b> <b>ar or ur</b>							
Summer half term							
Level 3 <b>Book 16</b> <b>ow oi ear</b>							
Level 3 <b>Book 17</b> <b>air er -er</b>							
Level 3 <b>Book 18</b> <b>-ue -ue -ure - ture</b>							
End of summer term							

Year 1	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Highlighted Words
Level 4 Revise and blend <b>Book 19</b> a e i o u s t p n m d g c k -ck r h b f -ff l -ll -le -ss j v w x y z -zz qu	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	Can orally blend Can orally segment Decode print to read Spell with writing Form lc letters Form capital letters	[Add any high frequency words you feature on your main display via your systematic and incidental teaching.]
Level 4 Revise and blend <b>Book 20</b> ch sh th -ng -nk ai -igh oa -oo oo or ur er -er ow oi ear air							
Level 4 Revise and stretch <b>Book 21</b> /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ -igh -ie							
Autumn half term							
Level 4 Revise and stretch <b>Book 22</b> /oa/ oa ow /yoo/ -ue ew long /oo/ oo -ew /ou/ ow ou							
Level 4 Revise and stretch <b>Book 23</b>							

/ur/ <b>ur ir</b> /or/ <b>or aw</b> /eer/ <b>ear eer</b> /air/ <b>air -are</b>							
Level 4 Revise and stretch <b>Book 24</b> /s/ <b>s -ce</b> /e/ <b>e -ea</b> /u/ <b>u o</b> <b>-ed /d/ /t/</b>							
End of autumn term							
Level 5 Alternative spellings <b>Book 25</b> /ai/ <b>ai ay eigh -ey</b> /ai/ <b>a a-e -ae -ea</b> /ee/ <b>ee e -y -ey</b> /ee/ <b>ea e-e -ie</b>							
Level 5 Alternative spellings <b>Book 26</b> /igh/ <b>-igh i -y</b> /igh/ <b>-ie i-e</b> /oa/ <b>oa ow o</b> /oa/ <b>-oe o-e</b> <b>-ough -eau</b>							
Level 5 Alternative spellings <b>Book 27</b> /s/ <b>s -ss -se -ce</b> /s/ <b>ce ci cy</b> /s/ <b>sc -st-</b> /e/ <b>e -ea</b>							
Spring half term							
Level 5 Alternative spellings <b>Book 28</b> /j/ <b>j ge gi gy</b> /j/ <b>-ge -dge</b>							

/ul/ -le -el /ul/ -al -il							
Level 5 Alternative spellings <b>Book 29</b> /yoo/ -ue u /yoo/ ew u-e eu long /oo/ oo u-e -o -ou -ough long /oo/ -ue -ew ui u							
Level 5 Alternative spellings <b>Book 30</b> /oi/ oi oy /ou/ ow ou -ough /or/ or -our /or/ aw au -al war quar							
End of spring term							
Level 5 Alternative spellings <b>Book 31</b> /ur/ ur ir er /ur/ ear (w)or (schwa) -re -our /u/ u o -ou -ough /ar/ ar a al							
Level 5 Alternative spellings <b>Book 32</b> /zh/ -s -si ge /w/ w wh -u /f/ f -ff /f/ ph -gh							
Level 5 Alt pronunciations <b>Book 33</b> ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/)							

<b>ow</b> /ou/ /oa/ <b>a</b> /a/ /ai/ /o/ as in ( <b>w</b> ) <b>a</b> & <b>alt</b>							
Summer half term							
Level 5 Alternative spellings <b>Book 34</b> /ch/ <b>ch -tch</b> /chu/ <b>-ture</b> /sh/ <b>sh ch</b> /sh/ <b>-ti -ci -ssi -sci</b> /g/ <b>g gu -gue gh</b>							
Level 5 Alternative spellings <b>Book 35</b> /eer/ <b>ear eer</b> <b>-ere -ier</b> /air/ <b>air -are</b> <b>-ear -ere</b> /n/ <b>n -nn kn gn</b> /r/ <b>r -rr wr rh</b>							
Level 5 Alternative spellings <b>Book 36</b> /m/ <b>m -mm -mb -mn</b> /k/ <b>c k -ck ch qu que</b> /or/ <b>or ore -our</b> <b>-oor oar</b> /or/ <b>aw au -al</b> <b>ough ough</b>							
End of summer term							

## Floppy Phonics Overview

Progres	Phonological	Tricky words to read	Tricky words to spell
Rec Level 1+ Autumn	<b>Book 1</b> s a t p <b>Book 2</b> i n m d <b>Book 3</b> g o c k <b>Book 4</b> -ck e u r <b>Book 5</b> h b f -ff <b>Book 6</b> l ll -le -ss		
Rec Level 2 Spring	<b>Book 7</b> j v w <b>Book 8</b> x y z <b>Book 9</b> -zz qu ch <b>Book 10</b> sh th -ng <b>Book 11</b> -dge -ve wh <b>Book 12</b> -cks -tch -nk		
Rec Level 3 Summer	<b>Book 13</b> ai ee -igh <b>Book 14</b> oa -oo oo <b>Book 15</b> ar or ur <b>Book 16</b> ow oi ear <b>Book 17</b> air er -er <b>Book 18</b> -ue -ue -ure - ture		
Year 1 Level 4 Autumn	<b>Revise and blend</b> <b>Book 19</b> a e i o u s t p n m d g c k -ck r h b f -ff l -ll -le -ss j v w x y z -zz qu <b>Revise and blend</b> <b>Book 20</b> ch sh th -ng -nk ai -igh oa -oo oo or ur er -er ow oi ear air  <b>Revise and stretch</b> <b>Book 21</b> /ai/ ai ay      /oi/ oi oy /ee/ ee ea      /igh/ -igh -ie <b>Book 22</b> /oa/ oa ow      /yoo/ -ue ew long /oo/ oo -ew /ou/ ow ou <b>Book 23</b> /ur/ ur ir      /or/ or aw /eer/ ear eer    /air/ air -are <b>Book 24</b> /s/ s -ce      /e/ e -ea /u/ u o      -ed /d/ /t/		
Year 1 Level 5 Spring	<b>Alternative spellings</b> <b>Book 25</b> /ai/ ai ay eigh -ey    /ai/ a a-e -ae -ea /ee/ ee e -y -ey    /ee/ ea e-e -ie <b>Book 26</b> /igh/ -igh i -y      /igh/ -ie i-e /oa/ oa ow o      /oa/ -oe o-e -ough -eau <b>Book 27</b> /s/ s -ss -se -ce    /s/ ce ci cy /s/ sc -st-      /e/ e -ea <b>Book 28</b> /j/ j ge gi gy      /j/ -ge -dge /ul/ -le -el      /ul/ -al -il <b>Book 29</b> /yoo/ -ue u      /yoo/ ew u-e eu		

	long /oo/ oo u-e -o      -ou -ough long /oo/ -ue -ew      ui u <b>Book 30</b> /oi/ oi oy                  /ou/ ow ou -ough /or/ or -our              /or/ aw au -al war quar		
Year 1 Level 5 Summer	<b>Alternative spellings</b> <b>Book 31</b> /ur/ ur ir er              /ur/ ear (w)or (schwa) -re -our      /u/ u o -ou -ough /ar/ ar a al <b>Book 32</b> /zh/ -s -si ge            /w/ w wh -u /f/ f -ff                  /f/ ph -gh <b>Alt pronunciations</b> <b>Book 33</b> ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/i-ee/) ow /ou/ /oa/ a /a/ /ai/ /o/ as in (w)a & alt <b>Alternative spellings</b> <b>Book 34</b> /ch/ ch -tch /chu/ -ture /sh/ sh ch /sh/ -ti -ci -ssi -sci /g/ g gu -gue gh <b>Book 35</b> /eer/ ear eer              -ere -ier /air/ air -are              -ear -ere /n/ n -nn kn gn        /r/ r -rr wr rh <b>Book 36</b> /m/ m -mm -mb -mn /k/ c k -ck ch qu que /or/ or ore -our -oor oar /or/ aw au -al augh ough		

# **The Engagement Model**

**Children below Pre-Key Stage Standards  
(BLW)**

**Replaces the old P-Scales**

**The Engagement Model** -pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). It will become statutory from the **2020/21** academic year. It is based on regular observational assessment and reflective pedagogy. Assessments should be conducted by someone who knows the pupil well so that schools are able to identify existing educational barriers. It should be used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time.

**The engagement model has 5 areas of engagement. These are: • exploration • realisation • anticipation • persistence • initiation**

Each of the 5 areas are interrelated and can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements. The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

Exploration	Realisation	Anticipation	Persistence	Initiation
<p>This shows whether a pupil can build on their initial reaction to a new stimulus or activity for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity for example, they may notice it or reach out to it.</p> <p>Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments for example, a different time of day, a different place or with different people.</p> <p>Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.</p>	<p>This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.</p> <p>Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.</p>	<p>This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).</p> <p>Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.</p> <p>Anticipation is important in measuring the pupil's understanding of cause and effect for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.</p>	<p>This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.</p> <p>Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.</p> <p>Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.</p>	<p>This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.</p> <p>Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.</p> <p>Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.</p>

**Figure 1: how to use the engagement model to assess pupils**



