



Reigate Parish Church  
Primary School

2018-2019



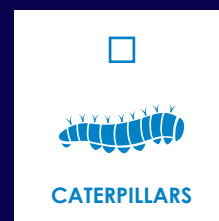
# Year 1 Assessment Booklet

## For Reading, Writing and Maths

Child's Name



Tick



Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

We aim to recognise, nurture and harness the strengths and talents of all children.

To provide a broad, balanced and creative learning environment through excellence in teaching.

To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.

To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.

To build self-confidence, self-esteem and independence in order to achieve success.

To value curiosity, encourage a questioning attitude and promote a love of life-long learning.

To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.

And, working in partnership with parents, to support their child's learning and development.



# Reading Targets

2018 - 2019



## Decoder Skill

**1** I can use my phonics knowledge to blend sounds together to read words including using long phonemes.

**2** I can read familiar endings to words (eg. -ed, -er, -est, -s, -es, -ing).

**3** KPI: I can read the common exception words.

**4** KPI: I can say the correct sound to graphemes for all 40+ phonemes, including giving alternative words for graphemes.

**5** KPI: I can read accurately by blending sounds in unfamiliar words.

**6** KPI: I read aloud books that are consistent with my phonic knowledge and do not require me to use other strategies to read words.

**7** I read words with contractions in them (I'm, I'll, We'll, etc).

## Comprehender Targets

**1** I can identify general and specific key events in a text.

**2** I can answer a straightforward question about a story.

**3** I recognise the difference between fiction and non-fiction.

**4** KPI: I check with the books I read and books I listen to that the text makes sense to me.

**5** KPI: I correct my own inaccurate reading.



# Reading Targets

2018 - 2019



## Reading Detective Targets

**1** I can express opinions about the main events and characters in a story.

**2** I can make simple predictions about the story / text.

**3** I can recognise why a character is feeling a certain way.

**4** KPI: I can discuss the significance of the title and events.

**5** KPI: I can predict what might happen on the basis of what has been read so far.

## Language Lovely Targets

**1** I can recognise obvious story language – once upon a time, big bad wolf.

**2** I can recognise repetition of language in my reading.

**3** I can discuss what new words mean and can link new meanings to those I already know.



# Reading Targets

2018 - 2019



## Responder Targets

1

I can link what I read to my own experience.

2

I can participate in discussions about what is read to me, one to one.

3

I initiate discussions about what I have read and take turns and listen to what others say.

## Big Reader Targets

1

KPI: I like listening & discussing rhymes, poems, stories & non-fiction. They're at a level beyond which I can read independently.

2

I can appreciate rhymes and poems and recite some by heart.

3

I am becoming very familiar with fairy stories & traditional tales, etc. I can retell them & consider their particular characteristics.

4

KPI: I enjoy and am motivated to read.

# Working at a greater depth in Reading

IN THE YEAR 1 CURRICULUM FOR READING / 2018 - 2019

## DECODER SKILLS TARGETS



**1** I can use punctuation and text layout to read with a greater range of expressions and control.

## COMPREHENDER TARGETS



**1** I can locate pages / sections of interest (eg. favourite characters, events or pictures).

## LANGUAGE LOVER TARGETS



**1** I can identify more unusual vocabulary in fiction and non-fiction.

## RESPONDER TARGETS



**1** I can notice relationships between one text and another (eg. common themes).

**2** I can sustain reading of longer sentence structures and paragraphs to gain meaning from texts.

**2** I can make comments on obvious features by referring back to the text (eg. main character, beginning, middle and end).

**3** I can tackle more complex unfamiliar words using my phonic knowledge, known vocabulary and syllables.

**3** I can identify how text features, such as punctuation, paragraphs and illustrations, can contribute to more elaborate layout on the page.

**4** I can begin to navigate around alphabetically-ordered texts such as indexes, glossaries and dictionaries.



# Writing Targets

2018 - 2019



## Super Speller Targets

1

I can spell words using the phonemes that I know.

2

I can spell most of Common Exception Words.

3

I can spell the days of the week.

4

I can use the prefix un-.

5

I can add the suffix- ing, -ed, -er, -est, -s, -es.

6

KPI: I can spell words containing each of the 40+ phonemes.

## Organised Targets

1

I can write more than one sentence about an idea.

2

KPI: I can sequence sentences to form a short narrative.

3

I can use a simple structure in my writing, eg. beginning, middle and end.

4

I can re-read what I have written to check it makes sense.

5

I can make changes to my work.

6

My writing can be read without mediating.

7

I can compose a sentence orally before writing it.



# Writing Targets

2018 - 2019



## Purposeful Targets

**1**

I can read my writing back to an adult confidently.

**2**

I am beginning to know who my writing is for.

**3**

I am beginning to vary my word choice depending on what I am writing: fiction.

**4**

I am beginning to vary my word choice depending on what I am writing: non-fiction.

**5**

I can discuss what I have written with the teachers or other pupils.

## Word Wonder Targets

**1**

I can use some basic descriptive language e.g colour, size, emotions.

**2**

I can use different sentence openers.

**3**

KPI: I can name the letters of the alphabet in order.



## Grammar Giants' Targets

**1** I can use capital letters for names of people, places, days of the week, "I".

**2** I can join words and join clauses using "and".

**3** KPI: I can begin to punctuate sentences using a capital letter.

**4** KPI: I can begin to punctuate sentences using full stops.

**5** KPI: I can write from memory simple sentences dictated by the teacher.

**6** KPI: I can begin to punctuate sentences using an exclamation mark.

**7** I can begin to punctuate sentences using a question mark.

## Handwriting Hero Targets

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

**2** KPI: I can form lower-case letters, starting and finishing in the right place.

**3** I can write capital letters.

**4** I can write the digits 0-9.

**5** I can join my handwriting.



# Working at a greater depth in Writing

IN THE YEAR 1 CURRICULUM FOR WRITING / 2018 - 2019

## GRAMMAR GIANT AND WORD WONDER



1

I use mostly grammatical accurate sentences.

2

I can use more adventurous story language.

3

I use appropriate vocabulary to add detail in my non-fiction writing.

## SUPER SPELLER AND HANDWRITING HERO



1

My letters are mostly consistent in size and shape across the text.

2

I am aware of the common graphemes in writing, although I may not use them with consistent accuracy.

## ORGANISED AND PURPOSEFUL



1

I show an awareness of the purpose of a text and I am aware that someone will read my work (eg. story, label, message).

2

I can sequence sentences to form a structured piece of longer writing.



# Maths Targets

2018 - 2019



## Number and Place Value

**1**

KPI I can count to and across 100, forwards and backwards.

**2**

KPI: I can count, read and write numbers to 100.

**3**

KPI: I can count in multiples of 2. I can count in multiples of 5.

**4**

KPI: I can count in multiples of 10.

**5**

KPI: I can find one more or one less of a given number.

**6**

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

**7**

I can use language of: equal to, more than, less than (fewer), most, least.

## Addition and Subtraction

**1**

I can read, write and understand calculations with + , - and = signs.

**2**

KPI: I can show and use number bonds to 20.

**3**

KPI: I can show and use subtraction facts to 20.

**4**

I can add and subtract 1-digit numbers to 20.

**5**

I can add and subtract 2-digit numbers to 20.

**6**

I can solve one-step problems using addition. I can solve one-step problems using subtraction.



# Maths Targets

2018 - 2019



## Multiplication and Division

**1**

I can double single-digit numbers.

**2**

I can share and group small amounts.

**3**

I can show multiplication using arrays.

**4**

I can complete simple number patterns.

**5**

I can solve simple multiplication problems. I can solve simple division problems.

## Fractions

**1**

KPI: I can find and name half of a shape and an object.

**2**

KPI: I can find and name a quarter of a shape and an object.

**3**

KPI: I can find and name half of a quantity.

**4**

I can find and name a quarter of a quantity.

**5**

I can solve simple half and quarter problems.



## Measures

**1**

I can compare, describe and solve problems involving measures.

**2**

KPI: I am beginning to measure and record lengths, capacity and mass/weight.

**3**

KPI: I am beginning to measure and record time.

**4**

I recognise and know the value of coins and notes.

**5**

I know and use "date" words such as days, weeks and months.

**6**

I can tell the time to the hour and half past the hour and draw the hands on a clock face.

## Geometry

**1**

KPI: I can recognise and name 2D shapes.

**2**

KPI I recognise and can name 3D shapes.

**3**

I can order and arrange objects and shapes in patterns.

**4**

I can describe position, direction and movement (whole, half, quarter and  $\frac{3}{4}$  turns).

# Working at a greater depth in Maths

IN THE YEAR 1 CURRICULUM FOR MATHS / 2018 - 2019

I CAN USE APPROPRIATE STRATEGIES TO SOLVE A SIMPLE PROBLEM.

I FULLY UNDERSTAND THE STRATEGY I HAVE CHOSEN TO USE.



1

I recognise when to use numbers in different contexts and I can write the numbers I need to solve the problem and communicate my thinking.

2

I use reasoning to solve word problems and investigations.

I CAN ADAPT APPROPRIATELY THE STRATEGY I USE IN MORE COMPLEX AND BROADER PROBLEMS.

I CAN EXPLAIN WHY I PREFERRED THIS STRATEGY TO ANOTHER ONE.



1

I flexibly use my knowledge of numbers and counting to solve problems.

2

I can use more than one strategy to find an answer and discuss the most efficient strategy.



Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



push yourself



# The Secrets of Success

	Bronze	Silver	Gold
<b>To try new things</b>	<ul style="list-style-type: none"> <li>• Try new things with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> <li>• Become fully involved in clubs or groups.</li> <li>• Meet up with others who share interests in a safe environment.</li> </ul>
<b>To work hard</b>	<ul style="list-style-type: none"> <li>• Work hard with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encouraged others by pointing out how their efforts gain results.</li> </ul>
<b>To concentrate</b>	<ul style="list-style-type: none"> <li>• Give attention to areas of interest.</li> <li>• Begin to 'tune out' distractions.</li> <li>• Begin to show signs of concentration.</li> <li>• Begin to seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• 'Tune out' most distractions.</li> <li>• Understand techniques and methods that aid concentration.</li> <li>• Develop expertise and deep interest in some things.</li> </ul>
<b>To push yourself</b>	<ul style="list-style-type: none"> <li>• Express doubts and fears.</li> <li>• Explain feelings in uncomfortable situations.</li> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> <li>• Begin to try to do something more than once.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>
<b>To imagine</b>	<ul style="list-style-type: none"> <li>• With help, develop ideas.</li> <li>• Respond to the ideas of others'.</li> <li>• Respond to questions about ideas.</li> <li>• Act on some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>
<b>To improve</b>	<ul style="list-style-type: none"> <li>• Share with others likes about own efforts.</li> <li>• Choose one thing to improve (with help).</li> <li>• Make a small improvement (with help).</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show efforts and commitment in refining and adjusting work.</li> </ul>
<b>To understand others</b>	<ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>
<b>To not give up</b>	<ul style="list-style-type: none"> <li>• Try again with the help of others.</li> <li>• Try to carry on even if a failure causes upset.</li> <li>• Keep going in activities of interest.</li> <li>• Try to think of oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or set backs.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for luck.</li> </ul>

# Year 1 Common Exception Words

The	says	I	She	There	Ask
A	Are	You	We	Where	Friend
Do	Were	Your	No	Love	School
to	Was	They	Go	Come	Put
Today	Is	be	By	Some	Push
Of	His	He	My	One	Pull
Said	has	Me	here	once	Full
				house	Our