

Formative statements for Writing in year 1

Transcription	I can spell words containing each of the 40+ phonemes already taught.
Transcription	I can spell common exception words.
Transcription	I can spell the days of the week.
Transcription	I can name the letters of the alphabet and place them in order.
Transcription	I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
Transcription	I can add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
Transcription	I can add prefixes and suffixes using the prefix un-.
Transcription	I can add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].
Transcription	I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Handwriting	I can form capital letters.
Handwriting	I can form digits 0-9.
Composition	I can write sentences sequencing them to form short narratives.
Composition	I can write sentences and re-read what I have written to check that it makes sense.
Composition	I can discuss what I have written with the teacher or other pupils.
Vocabulary, Grammar and Punctuation	I can develop my understanding of leaving spaces between words.
Vocabulary, Grammar and Punctuation	I can develop my understanding of joining words and joining clauses using 'and'.
Vocabulary, Grammar and Punctuation	I can develop my understanding of beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Vocabulary, Grammar and Punctuation	I can develop my understanding of using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Formative statements for Reading in year 1

Word Reading	I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes.
Word Reading	I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Word Reading	I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Word Reading	I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
Word Reading	I can read other words of more than one syllable that contain taught GPCs.
Word Reading	I can read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
Word Reading	I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what I read or hear read to my own experiences.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings and linking new meanings to those already known.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by checking that the text makes sense to me as I read. I can correct inaccurate reading.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by discussing the significance of the title and events.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by making inferences on the basis of what is being said and done.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by predicting what might happen on the basis of what has been read so far.

Formative statements for Mathematics in year 1

Number	I can count to and across 100 forwards and backwards, beginning with 0 or 1 or from any given number.
Number	I can count, read and write numbers to 100 in numerals. I can count in multiples of twos, fives and tens.
Number	Given a number, I can identify one more and one less.
Number	I can identify and represent numbers using objects and pictorial representations including the number line. I can use the language of equal to, more than, less than (fewer), most and least.
Number	I can read and write numbers from 1 to 20 in numerals and words.
Number	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Number	I can represent and use number bonds and related subtraction facts within 20.
Number	I can add and subtract one-digit and two-digit numbers to 20, including zero.
Number	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = - 9$.
Number	I can solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Number	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Number	I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	I can compare, describe and solve practical problems for lengths and heights.
Measurement	I can compare, describe and solve practical problems for mass and weight.
Measurement	I can compare, describe and solve practical problems for capacity and volume.
Measurement	I can compare, describe and solve practical problems for time.
Measurement	I can measure and begin to record lengths and heights.
Measurement	I can measure and begin to record mass and weight.
Measurement	I can measure and begin to record capacity and volume.
Measurement	I can measure and begin to record time.
Measurement	I can recognise and know the value of different denominations of coins and notes.
Measurement	I can sequence events in chronological order using language.
Measurement	I can recognise and use language relating to dates, including days of the week, weeks, months and years.
Measurement	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Geometry	I can recognise and name common 2-D shapes.
Geometry	I can recognise and name common 3-D shapes.
Geometry	I can describe position, direction and movement, including whole, half, quarter and three quarter turns.