

Year 1 – Writing interim standards

Key Assessment Criteria	Date when evidenced					
Working towards the expected standard						
Write sentences by composing a sentence orally before writing it.						
Write from left to right across the page.						
Use finger spaces to separate words.						
Use known GPCs for phonemes to spell new words.						
Begin to use the suffixes –ing, -ed, -er and –est when no change is needed in the spelling of the root word e.g. <i>help</i> → <i>helped/helping/helper</i> .						
Working at the expected standard						
Use some of the alternative GPCs for phonemes to spell new words.						
Spell some common exception words correctly (Years 1 and 2).						
Spell the days of the week correctly.						
Change a singular to a plural noun by adding –s or –es.						
Use the prefix un- .						
Use the suffixes –ing, -ed, -er and –est when no change is needed in the spelling of the root word e.g. <i>help</i> → <i>helped/helping/helper</i> .						
Sequence sentences to form short narratives.						
Discuss what they have written with peers and teachers.						
Read their writing aloud, clearly enough to be heard by peers and teachers.						
Separate words with spaces.						
Join words and clauses using <i>and</i> .						
Begin to use capital letters and full stops to demarcate sentences.						
Working at greater depth within the expected standard						
Children who are working at a greater depth will be able to demonstrate the expected standard across a range of text types and contexts.						

Year 1 – Reading interim standards

Key Assessment Criteria	Date when evidenced					
Working towards the expected standard						
Read phonetically decodable words.						
Blend sounds in unfamiliar words.						
Divide words into syllables.						
Retell key stories orally using narrative language.						
Talk about the main characters within a well-known story.						
Working at the expected standard						
Match all 40+ graphemes to their phonemes.						
Read words of more than one syllable that contain taught GPCs.						
Read and re-read phonic books to build up fluency and confidence in word reading.						
Check that reading makes sense and go back to self-correct when it doesn't.						
Read words with contractions and understand that the apostrophe represents the missing letters.						
Give an opinion about a text stating own preferences.						
Discuss word meanings, linking new meanings to those already known.						
Link what is heard or read to own experiences.						
Learn some poems and rhymes by heart.						
Draw on what is already known or on background information and vocabulary provided when reading texts.						
Make inferences on the basis of what is being said and done.						
Predict what might happen on the basis of what has been read so far.						
Explain clearly their understanding of what is read to them.						
Working at greater depth within the expected standard						
Read accurately and confidently words of 2 or more syllables.						
Talk about favourite authors or genres of books.						
Predict what happens next in familiar stories.						
Happily read aloud in front of others.						
Tell someone about likes and dislikes related to a story read or a read to them.						
Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.						
Be aware of mistakes made when reading does not make sense.						
Re-read a passage if unhappy with own comprehension showing a growing awareness of how non-fiction texts are organised.						
Use illustrations as an important feature in helping me to read.						