

Working at the Expected Standard:

The pupil(s) can:
read accurately most words of two or more syllables.
read most words containing common suffixes.*
read most common exception words.*
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
sound out most unfamiliar words accurately, without undue hesitation.
check a familiar text, which they can read accurately and fluently, makes sense to them.
answer questions and make some inferences on the basis of what is being said and done in a familiar text.

Reading

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarcating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	

Writing

Working at the Expected Standard:

The pupil(s) can:

The pupil can read scales in divisions of ones, twos, fives and tens.

The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.

The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).

The pupil can 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 $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).

The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

The pupil can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.

The pupil can use different coins to make the same amount.

The pupil can read the time on a clock to the nearest 15 minutes.

The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Maths