



KENSINGTON
SCHOOL

Junior 1

Assessment

Criteria

English

Year 1

Speaking and Listening

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well-known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well-known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.

- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.

I leave spaces between words.

I know how the prefix 'un' can be added to words to change meaning.
I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

I can combine words to make a sentence.
I can join two sentences using 'and'.

Text structure

I can sequence sentences to form a narrative.

Punctuation

I can separate words using finger spaces.
I can use capital letters to start a sentence.
I can use a full stop to end a sentence.
I can use a question mark.
I can use an exclamation mark.
I can use capital letters for names.
I can use 'I'.

Year 1 Exceeding Expectations: Reading

Read accurately and confidently words of 2 or more syllables

Talk about favourite authors or genre of books

Can predict what happens next in familiar stories

Happy to read aloud in front of others

Tell someone about likes and dislikes related to story they have read or a story they have had read to them

Read a number of signs and labels in the environment drawing from phonic knowledge when doing so

Aware of mistakes made because reading does not make sense

Re-read a passage if unhappy with own comprehension

Growing awareness of how non-fiction texts are organised

Use illustrations as an important feature in aiding reading

Year 1 Exceeding Expectations: Writing

Write short stories about something personal to them

Sequence a short story or series of events related to learning in science, history and geography

Writing makes sense to the reader without additional explanation

Confident in changing the way sentences start

Make sentences longer and use words other than 'and' and 'then' to join ideas together

Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary

Know which letters sit below the line and which are tall letters

Consistent in use of lowercase and capital letters

Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words

Spell almost all words in the Year 1 and 2 list accurately.

Year 1 Exceeding Expectations: Spoken Language

Justify answers, arguments and opinions when challenged

Give well-structured descriptions, explanations and narratives for different purposes

Express personal feelings when involved in discussions

Participate keenly in discussions and debates

Retell known story, remembering detail and adding own point of view

Change events (usually endings) in a familiar story when asked to do so

Consider the views of everyone in a collaborative talk situation

Use appropriate language to ensure listener knows when something happened

Understand consequences of what is said to others

Summarise the outcome of collaborative talk

Mathematics

Year 1

Number and place value

I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.

I can count in multiples of 2, 5 and 10.

I can count, read and write numbers to 100 in numerals.

I can say what is one more or one less than any number.

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

I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

Calculations

I can represent and use number bonds and related subtraction facts to 20.

I can add and subtract 1-digit and 2-digit numbers to 20, including zero.

I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.

I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.

I can solve missing number problems.

I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

I can recognise, find and name a half of an object, shape or quantity.

I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.

I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.

I recognise and know the value of different denominations of coins and notes.

I can tell the time to the hour.

I can tell the time to half past the hour.

I can draw hands on a clock face to show these times.

I can sequence events in chronological order using language.

I recognise and use language relating to dates, including days, weeks, months and years

Geometry –properties of shapes

I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).

I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

Geometry –position and direction

I can describe position, directions and movement, including half, quarter and three-quarter turns.

Exceeding Expectations

Count reliably well beyond 100

Count on and back in 3s from any given number to beyond 100

Say the number that is 10 more or 10 less than a number to 100

Know the signs (+); (-);(=); (<); (>)

Apply knowledge of number to solve a one-step problem involving a addition, subtraction and simple multiplication and division

Add and subtract 1-digit and 2-digit numbers to 50, including zero

Recognise all coins and notes and know their value

Use coins to pay for items bought up to £1

Use knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc.

Recognise different 2D and 3D shapes in the environment

Science

Year 1

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Plants

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Animals, including humans

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Chemistry

Everyday materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

Physics

Seasonal changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

Exceeding Expectations

Find out by watching, listening, tasting, smelling and touching

Talk about similarities and differences

Explain what they have found out using scientific vocabulary

Make accurate measurements

Classify animals according to a number of given criteria

Point out differences between living things and non-living things

Say why certain animals have certain characteristics

Sort some plants by those that can be eaten and those that cannot

Sort some animals on a simple branching diagram with features such as meat eaters and non-meat eaters; swim and cannot swim

Explain what happens to certain materials when they are heated or cooled, for example, bread, ice, chocolate, jelly, etc.

History

Year 1

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.

Geography

Year 1

- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

Art

Year 1

- I can show how people feel in paintings and drawings.
- I can create moods in art work.
- I can use pencils to create lines of different thickness in drawings.
- I can name the primary and secondary colours.
- I can create a repeating pattern in print.
- I can cut, roll and coil materials.
- I can use IT to create a picture.
- I can describe what I can see and give an opinion about the work of an artist.
- I can ask questions about a piece of art.

Design

Year 1

- I can use my own ideas to make something.
- I can describe how something works.
- I can cut food safely.
- I can make a product which moves.
- I can make my model stronger.
- I can explain to someone else how I want to make my product.
- I can choose appropriate resources and tools.

I can make a simple plan before making.

Music

Year 1

I can use my voice to speak, sing and chant.
I can use instruments to perform.
I can clap short rhythmic patterns.
I can make different sounds with my voice and with instruments.
I can repeat short rhythmic and melodic patterns.
I can make a sequence of sounds.
I can respond to different moods in music.
I can say whether I like or dislike a piece of music.
I can choose sounds to represent different things.
I can follow instructions about when to play and sing.

P.E.

Year 1

Games

I can throw underarm.
I can hit a ball with a bat.
I can move and stop safely.
I can throw and catch with both hands.
I can throw and kick in different ways.

Gymnastics

I can make my body curled, tense, stretched and relaxed.
I can control my body when travelling and balancing.
I can copy sequences and repeat them.
I can roll, curl, travel and balance in different ways.

Dance

I can move to music.
I can copy dance moves.
I can perform my own dance moves.
I can make up a short dance.
I can move safely in a space.

General

I can copy actions.
I can repeat actions and skills.
I can move with control and care.
I can use equipment safely.

Computing

Year 1

Algorithms and programming

I can create a series of instructions.

I can plan a journey for a programmable toy.

Information technology

I can create digital content.

I can store digital content.

I can retrieve digital content.

I can use a web site.

I can use a camera.

I can record sound and play back.

Digital literacy

I can use technology safely.

I can keep personal information private.

Knowledge and understanding

I understand the different methods of communication (e.g. email, online forums etc.).

I know you should only open email from a known source.

I know the difference between email and communication systems such as blogs and wikis.

I know that websites sometimes include pop-ups that take me away from the main site.

I know that bookmarking is a way to find safe sites again quickly.

I have begun to evaluate websites and know that everything on the internet is not true.

I know that it is not always possible to copy some text and pictures from the internet.

I know that personal information should not be shared online.

I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

I follow the school's safer internet rules.

I can use the search engines agreed by the school.

I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc.).

I can use the internet for learning and communicating with others, making choices when navigating through sites.

I can send and receive email as a class.

I can recognise advertising on websites and learn to ignore it.

I can use a password to access the secure network.

Spanish

Year 1/2

Spoken language

I can join in with songs and rhymes.

I can respond to a simple command.

I can answer with a single word.

I can answer with a short phrase.

I can ask a question.

I can name people.

I can name places.

I can name objects.

I can use set phrases.

I can choose the right word to complete a phrase.

I can choose the right word to complete a short sentence.

Reading

I can read and understand single words.

I can read and understand short phrases.

I can use simple dictionaries to find the meaning of words.

Writing

I can write single words correctly.

I can label a picture.

I can copy a simple word or phrase.