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ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 1

Year 1 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 1 Key Performance Indicators

	MATHS							
Number	Count within 10, forwards and backwards, starting with any number							
Number	Count within 20, forwards and backwards, starting with any number							
Number	Count within 50, forwards and backwards, starting with any number							
Number	Count within 100, forwards and backwards, starting with any number							
Number	Count, read and write numbers to 100 in numerals							
Number	Reason about the location of numbers to 20, including comparing using $<$ $>$ and $=$							
Number	Count forwards and backwards in multiples of 2 , beginning with any multiple, and through the odd numbers							
Number	Count forwards and backwards in multiples of 5 , beginning with any multiple							
Number	Count forwards and backwards in multiples of 10 , beginning with any multiple							
Addition and Subtractions	Develop fluency in addition and subtraction facts within 10.							
Addition and Subtractions	Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate to real-life contexts							
Number	Given a number, identify one more and one less							
Number	Solve one-step real life problems that involve addition and subtraction using concrete objects and pictorial representations							
Fractions	Recognise, find and name a half and one quarter as parts of an object, shape or quantity							
Geometry	Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles							
Geometry	Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres							
Measurement	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times							
Measurement	Compare, describe and solve practical problems for: length/height, mass/weight and capacity/volume							
Measurement	Recognise and use language relating to dates, including days of the week, weeks, months and years							

Year 1 Key Performance Indicators

	READING			
Attitude	Develops pleasure in reading and motivation to read.			
Vocabulary	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes			
Vocabulary	Reads accurately by blending sounds in unfamiliar words			
Vocabulary	Reads common exception words			
Vocabulary	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words			
Comprehension	<i>Understands both the books they can already read accurately and fluently and those they listen to by:</i> checking that the text makes sense to them as they read, correcting inaccurate reading;			
Comprehension	<i>Understands both the books they can already read accurately and fluently and those they listen to by:</i> discussing the significance of the title and events, predicting what might happen on the basis of what has been read so far.			
Range & Purpose:	Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.			

Year 1 Key Performance Indicators

WRITING			
Write short narrative pieces.			
Write to convey information.			
Compose a sentence orally before writing it.			
Write linked sentences after discussion with teacher.			
Use and to join words e.g. <i>The dragon was huge and angry and scary.</i>			
Use and to join clauses e.g. <i>The dragon was huge and it breathed fire.</i>			
Use present and past tense with some accuracy.			
Use many capital letters used accurately at the start of sentences.			
Use many full stops used accurately at the end of sentences.			
Consistently use capital letter for 'I' and their own name.			
Some use of capital letters for proper nouns.			
Begin to punctuate sentences using question marks.			
Begin to punctuate sentences using exclamation marks.			
Re-read what they have written to check that it makes sense.			
Apply Year 1 phonemes in writing (in line with the school's SSP)			
Make phonetically plausible spelling choices based on the phonemes taught so far.			
Spell many Year 1 common exception words accurately.			
Spell the days of the week.			
Use finger spaces consistently .			
Form most lower-case letters in the correct direction, starting and finishing in the right place.			
Form most capital letters correctly			
Some use of editing strategies to improve the accuracy of spelling, punctuation and grammar.			
Add <i>-ing, -ed</i> and <i>-er</i> to verbs where there is no change to the root word e.g. <i>jumped, jumping, jumper, played, playing, player.</i>			
Spell words with the prefix <i>-un</i> .			
Add the suffix <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the spelling of the root word e.g. <i>low, lowest.</i>			
Add <i>-s</i> to nouns and verbs e.g. <i>flowers, plants, grows, likes.</i>			
Consistently apply Year 1 spelling expectations in their writing across the curriculum.			
Manipulate the language and grammar taught within Year 1 in a range of independent writing, drawing on shared reading.			
Consistently use vocabulary from across the curriculum in their writing.			
Maintain the quality and accuracy of their writing when writing at greater length.			

Year 1 Key Performance Indicators

	SCIENCE			
Working Scientifically	Ask simple questions and recognise that they can be answered in different ways			
	Perform simple tests using equipment			
	Identify and classify			
	Gather and record data and observations to help in answering questions			
Animals, including Humans	Describe and compare the observable features of animals from a range of groups including fish, amphibians, reptiles, birds and mammals			
	Group animals according to what they eat e.g. carnivores, herbivores and omnivores			
	Name and locate parts of the human body, including those related to the senses			
Materials	Use their knowledge and understanding of the properties of materials, to distinguish objects from materials			
	Identify, name and describe a variety of everyday materials, including wood, plastic, glass, metal, water, and rock			
	Compare and group together a variety of everyday materials on the basis of their simple physical properties			
Plants	Identify, name a variety of common wild and garden plants, including deciduous and evergreen trees			
	Identify and describe the basic structure of a variety of common flowering plants, including trees			
Seasonal Changes	Describe seasonal changes			
	Observe and describe weather associated with the seasons and how day length varies			

Year 1 Key Performance Indicators

	COMPUTING			
Online Safety	Know how to behave appropriately online and know how to stay safe online			
Online Safety	Explain what personal information is.			
Programming	Predict what will happen from a short algorithm. Debug and correct mistakes when programming.			
Programming	Give instructions to a friend and follow their instructions to move around and press buttons in the correct order to make a robot move.			
Multimedia	Use technology to create and present ideas and save information and retrieve it again.			
Technology in our lives	Know where technology is used in the world around us.			

	HISTORY			
Historical enquiry	Explore sources: Identify different ways in which the past is represented, such as pictures, artefacts and written sources.			
Historical enquiry	Explore past events , using pictures and objects, and ask/answer questions , e.g. "Which things are old and which are new?" or "What were people doing?" "What were they used for?"			
Chronological understanding	Understand and describe the difference between things that happened in the past and the present , using time-related vocabulary (e.g. sort events or objects into 'then' and 'now'; "a long time ago", "when my parents were young").			
Chronological understanding	Use timelines to order events or objects.			
Organisation and communication	Talk, write, draw and tell stories about things from the past.			
Knowledge and understanding	Recall some facts about people/events before living memory and say why people may have acted the way they did.			

Year 1 Key Performance Indicators

	GEOGRAPHY			
Geographical skills and fieldwork	Use compass directions (N,S,E,W) and locational and directional language (i.e. near and far; left and right), to describe the location of features and routes on a map.			
Geographical skills and fieldwork	Use aerial photographs and digital resources to identify landmarks and physical/human features of the landscape; use digital resources (photographs or videos) to record what they have seen.			
Geographical skills and fieldwork	Draw simple maps and plans (e.g. picture or 'messy' maps).			
Geographical skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school, its grounds and the (human and physical) features of its surrounding environment.			
Locational knowledge	Name and locate the countries and capital cities of the UK and the surrounding seas.			
Human and physical geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.			
Human and physical geography	Describe key physical features (e.g. hill, forest, beach, cliff, coast) and human features (such as house, shop & village).			

Year 1 Key Performance Indicators

	PE			
Skills	Become more confident when performing basic movements including running, jumping, throwing and catching.			
Gym	Begin to develop movements showing balance and co-ordination.			
Games	Participate in team games.			
Dance	Begin to perform dances using simple movement patterns			

	MUSIC			
Singing	Can pitch match when singing a song that moves in steps (mi-re-do)			
Pulse	Keep a beat as they sing.			
Singing	Happy to sing independently or with a group.			
Instrumental	Play classroom instruments on the beat.			
Composing	Compose musical sound effects in response to a stimulus.			
Listening & Responding	Listen and move in time to songs.			

Year 1 Key Performance Indicators

	ART			
Learning	Use artwork to record ideas, observations and experiences.			
Learning	Explain what he/she likes about the work of others and a range of artists.			
Techniques	Use colour, texture, line, shape and space to develop and share ideas.			
Techniques	Use painting, collage and sculpture to develop and share ideas			

	DT			
Cooking and nutrition	Understand that all food has to be farmed, grown or caught.			
Processes	Use a range of simple tools to cut, join and combine materials and components safely.			
Processes	Design purposeful products for themselves and other users.			
Processes	Ask simple questions about existing products and those that he/she has made.			
Processes	Evaluate ideas and products against design criteria.			
Processes	Use mechanisms to create a product.			

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