

## Teacher assessment framework at the end of key stage 1 - mathematics

### Working towards the expected standard

- I can count in jumps of 2, 5 and 10s.
- I can use counting to solve problems with bigger numbers.
- I can say how much numbers are worth in a bigger number with support.
- I can read and write numbers to 100 in numerals.
- I can use number bonds up to 10 and recall these facts.
- I can partition any two-digit numbers into tens and ones.
- I can add and subtract a two- digit number and a one digit number mentally and when using objects, number lines and pictures.
- I can tell you the value of different coins.
- I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles.
- I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres.

### Working at the expected standard

- I can partition two-digit numbers into different combinations of tens and ones using apparatus.
- I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures.
- I can recall all number bonds to 10 and use these to reason with and calculate bond to and within 20.
- I can show that subtraction is the opposite of addition and use this to check my work.
- I can use estimation to check that my answers to a calculation make sense.
- I can I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.
- I can show that multiplying 2 numbers can be done in any order but division cannot.
- I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ .
- I can find different ways for coins to add up to an amount.
- I can read scales in divisions of ones, twos, fives and tens.
- I can read the time on a clock to the nearest quarter of an hour.
- I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.
- I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.
- I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid.

### Working at greater depth within the expected standard

- I can use reasoning within addition.
- I can answer simple addition and subtraction questions in my head as well as by writing them down.
- I can solve missing number problems using addition and subtraction.
- I can answer questions involving multiplication and division mentally and with objects.
- I can answer questions involving multiplication and division using arrays and repeated addition.
- I can use multiplication facts to make deductions outside known multiplication facts.
- I can solve multiplication and division word problems with more than one step.
- I can rewrite addition statements as simplified multiplication statements.
- I can write simple fractions facts such as  $\frac{1}{2}$  of 6 = 3 and  $\frac{2}{4}$  =  $\frac{1}{2}$ .
- I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.
- I can read scales in divisions of ones, twos, fives and tens when some numbers are missing.
- I can compare and sort common 2-D and 3-D shapes and everyday objects.



# KS1

# Teacher Assessment Framework I can statements 2018-19

Adapted from the 'National curriculum assessments -Key stage 1  
Teacher assessment frameworks at the end of key stage 1—For use  
from the 2018/19' document

Teacher assessment framework at the end of key stage 1 - reading	
<b>Working towards the expected standard</b>	
<ul style="list-style-type: none"> <li>• I can read and blend all sounds I have been taught.</li> <li>• I can re-read books sounding out new words correctly to improve my speed and confidence.</li> <li>• I can read many common exception words.</li> </ul> <p>In a book closely matched to the sounds I have been taught:</p> <ul style="list-style-type: none"> <li>• I can read aloud many words quickly and accurately.</li> <li>• I can sound out many unfamiliar words accurately.</li> </ul> <p>In discussion with my teacher:</p> <ul style="list-style-type: none"> <li>• I can answer questions and make inferences on books that I have read or listened to based on what has been said and done.</li> </ul>	
<b>Working at the expected standard</b>	
<ul style="list-style-type: none"> <li>• I can read words of two or more syllables that contain sounds I have been taught.</li> <li>• I can read words containing common suffixes.</li> <li>• I can read further common exception words and see where the sounds do not match.</li> </ul> <p>In age-appropriate books:</p> <ul style="list-style-type: none"> <li>• I can read most words quickly and accurately without needing to sound and blend words I have seen before. (Word Reading)</li> <li>• I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</li> </ul> <p>In a familiar book that I can already read accurately and fluently,:</p> <ul style="list-style-type: none"> <li>• I can check it makes sense to me.</li> <li>• I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.</li> <li>• I can explain what has happened so far in what I have read</li> </ul>	
<b>Working at greater depth within the expected standard</b>	
<p>In a book I am reading independently:</p> <ul style="list-style-type: none"> <li>• I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.</li> <li>• I can ask and answer questions about the books or stories I am reading and make links.</li> <li>• I can say what might happen next in a story based on what has happened so far.</li> </ul>	

Teacher assessment framework at the end of key stage 1 - writing	
<b>Working towards the expected standard</b>	
<p>After discussions with my teacher:</p> <ul style="list-style-type: none"> <li>• I can break down spoken words into their sounds and spell some correctly.</li> <li>• I can spell some common exception words.</li> <li>• I can write lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• I can write lower-case letters that are all the same size in some of my writing.</li> <li>• I can join my sentences together to make a story.</li> <li>• I can use spaces between words.</li> <li>• I can use some capital letters and full stops.</li> </ul>	
<b>Working at the expected standard</b>	
<p>After discussions with my teacher:</p> <ul style="list-style-type: none"> <li>• I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know.</li> <li>• I can spell many common exception words.</li> <li>• I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.</li> <li>• I can use spacing between words that fits with the size of the letters.</li> <li>• I can write sentences about things I have done and things that others have done.</li> <li>• I can write a long piece of text about a real event in one go.</li> <li>• I can use these words in my writing: when, if, that, because, or, and, but.</li> <li>• I can use the correct tense in my writing.</li> <li>• I can use capital letters and full stops to show where sentences start and end and use question marks and exclamation marks when required.</li> </ul>	
<b>Working at greater depth within the expected standard</b>	
<p>After discussions with the teacher:</p> <ul style="list-style-type: none"> <li>• I can spell most common exception words.</li> <li>• I can add endings such as -ment, -ness, -ful, -less, -ly to spell most longer words.</li> <li>• I can use the diagonal and horizontal strokes I need to join letters.</li> <li>• I can write for different purposes, using ideas and language from things I have read.</li> <li>• I can proof read and edit my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</li> <li>• I can use question marks and exclamation marks appropriately.</li> <li>• I can use commas when I am writing a list.</li> <li>• I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</li> </ul>	