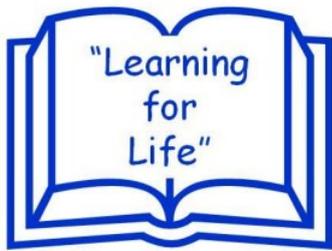


**Crosshall**  
Infant, Nursery and  
Kids Club  
Academy Trust

# End of Key Stage 1 Expectations

## Information for Parents



**Crosshall**  
Infant, Nursery and  
Kids Club  
Academy Trust



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Dear Parents and Carers,

As you may know, at the end of Key Stage 1 (the end of Year 2) teachers assess the children and report this assessment data to you and their Key Stage 2 setting.

In 2014 the Department for Education issued a New National Curriculum. The curriculum is rigorous and sets high expectations which all schools have to work hard to meet. Alongside the National Curriculum, there are end of Key Stage 1 expectations. There are three categories of expectations and children need to be assessed and show an understanding in each criteria.

Children will be assessed to be working within one of the following standards in Reading, Writing and Maths.

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

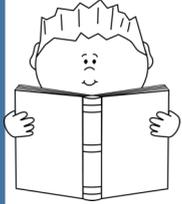
Enclosed in this booklet are the criteria for each of these standards. Children need to confidently achieve each point listed in order to be assessed as working at that standard.

If you have any questions regarding this information please speak to your child's class teacher.

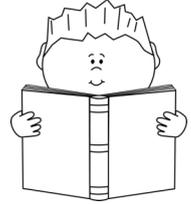
Thank you for your continued support.

Mrs Claire Boyce  
Assistant Headteacher





# Reading



## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) e.g head/said
- read many common exception words (included in this booklet)

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words (included in this booklet)

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual word
- sound out most unfamiliar words accurately, without undue hesitation

In a familiar book that they can already read accurately and fluently, the pupil can:

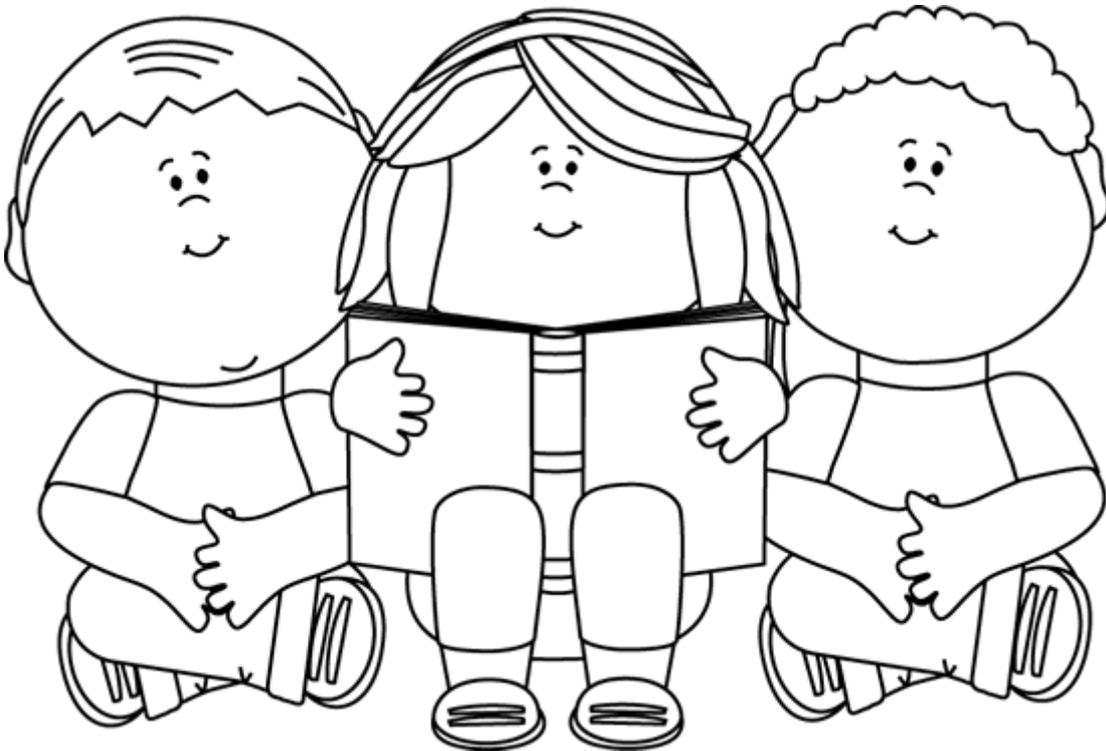
- check it makes sense to them correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

# Reading

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences about what they have read
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.





# Writing



## Working towards the expected standard

The pupil can, after discussion with the teacher

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words (included in this booklet)
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing

## Working at the expected standard

The pupil can, after discussion with the teacher

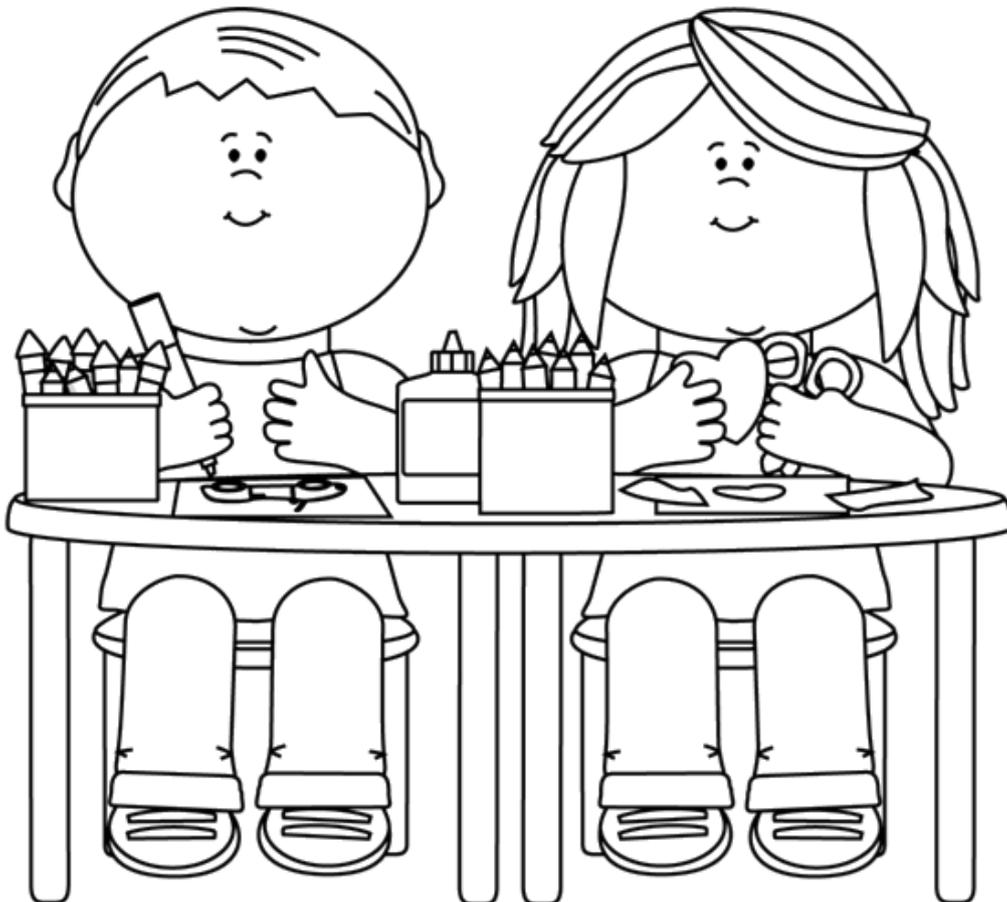
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcating most sentences with capital letters and full stops
- use question marks correctly when required
- use present and past tense mostly correctly and consistently
- Use co-ordination (or/ and/ but) and some subordination ( when/ if/ that/ because)
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words (included in this booklet)
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

# Writing

## Working at greater depth within the expected standard

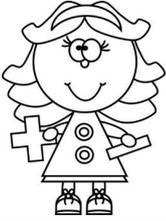
The pupil can, after discussion with the teacher

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words correctly
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- use the diagonal and horizontal strokes needed to join some letters.



## Year 2 Common Exception Words

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both	plant	half
old	path	money
cold	bath	Mr
gold	hour	Mrs
hold	move	parents
told	prove	Christmas
every	improve	
everybody	sure	



# Maths



## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)

## Working at the expected standard

The pupil can:

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- 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  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- 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
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

# Maths

## Working at greater depth within the expected standard

The pupil can:

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \underline{\quad}$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

