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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	Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number			
Number	Counts, reads and writes numbers to 100 in numerals;			
Number	Begin to recognise place value in numbers beyond 20			
Number	Counts in multiples of a) twos, b) fives and c) tens			
Number	Given a number, identifies a) one more and b) one less			
Number	Read, write and interpret signs for addition (+), subtraction (-) and equals (=)			
Number	Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations			
Add & Subtract	Represents and uses number bonds and related subtraction facts within 20			
Fractions	Recognises, finds and names a half as one of two equal parts of an object, shape or quantity			
Measure	Compares, describes and solves practical problems for measurements including length, mass and capacity and time			
Measure	Measure and begin to record length, mass and capacity			
Measure	Tells the time to the a) hour and b) half past the hour and c) draws the hands on a clock face to show these times			
Measure	Recognise and know the value of different denominations of coins and notes			
Properties of Shape	Recognises and names common 2-D shapes, including: rectangles (including squares), circles and triangles			
Properties of Shape	Recognises and names common 3-D shapes, including cuboids (including cubes), pyramids and spheres.			

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			
Form	Sequences sentences to form short narratives			
SPAG	Spells words containing each of the 40+ phonemes already taught			
SPAG	Names the letters of the alphabet in order			
SPAG	Writes simple dictated sentences that include words taught so far			
SPAG	Begins to use capital letters to demarcate sentences; for proper nouns and the personal pronoun I			
SPAG	Begins to use full stops, question marks and exclamation marks to demarcate sentences			
SPAG	Begins to use conjunctions to join sentences e.g. and, but, because			
SPAG	Writes common exception words and the days of the week			
Process	Leaves spaces between words			
Process	Begins to re-read what has been written to check that it makes sense.			
HW	Begins to form lower-case letters and capital letters in the correct direction, starting and finishing in the right place.			
Range & Purpose	Write for a range of purposes and audiences.			
Form	Make appropriate topic/subject matter vocabulary choices suitable to the text type and topic			
SPAG	Use ambitious adjectives to describe (beyond the year group taught)			
SPAG	Use compound sentence structures			
SPAG	Spell simple compound words			
Fluency	Consistently re reads own writing to check it makes sense			

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	Understand why passwords are used and why they should be kept private and tell an adult when I see something worrying online			
Programming	Give instructions to my friend and follow their instructions to move around and press buttons in the correct order to make a robot move.			
Programming	I can predict what will happen from a short algorithm and debug and correct mistakes when I program.			
Multimedia	Use technology to create and present ideas and save information and retrieve it again.			
Technology in our lives	I know where technology is used in the world around me.			
Handling Data	Use technology to collect information into a pictogram or bar graph.			

	HISTORY			
Historical enquiry	Identify different ways in which the past is represented such as pictures, artefacts and written sources.			
Historical enquiry	Explore events, look at pictures and objects and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" "What were they used for?" and try to answer.			
Chronological understanding	Understand and describe the difference between things that happened in the past and the present.			
Chronological understanding	Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.			
Chronological understanding	Use timelines to order events or objects.			
Organisation and communication	Sort events or objects into groups (i.e. then and now.)			
Organisation and communication	Talk, write and 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 simple directions (Up, Down, left, right) 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 to recognise basic human and physical features, devise a simple picture map and use photos and videos to record what they have seen.			
Geographical skills and fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
Locational knowledge	Name, locate and identify characteristics of capital cities of the United Kingdom			
Locational knowledge	Develop knowledge about the world, the United Kingdom and their locality using terms such as weather, beach, season, hot, cold			
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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather			

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	Perform dances using simple movement patterns.			

	MUSIC			
Listening	Listen to, copy and repeat a simple rhythm.			
	Know how sounds are made and changed.			
Performing	Sing songs and chants rhymes with some expression.			
Composing	Recognise different instruments.			
	Explore ways of making different sounds with instruments.			
Responding and reviewing	Recognise clear changes in sounds (pitch, tempo, volume)			
	Discuss feelings and emotions linked to different pieces of music.			

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			
Techniques	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.			
Techniques	Make structures by joining simple objects together			
Techniques	Sort, cut and shape fabrics and experiment with ways of joining them			

	DT			
Cooking and nutrition	Say where some food comes from and give examples of food that is grown			
Processes	Use a range of simple tools to cut, join and combine materials and components safely			
Processes	Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing			
Processes	Ask simple questions about existing products and those that he/she has made			

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