Reading Targets

Year 1 Targets	Dates / evidence	Target achieved
I can retell familiar stories, fairy stories and traditional tales and talk about the characters.		
I can talk about my own experiences and how they are linked to what I have read or heard read.		
I can join in with discussions about different texts, taking my turn and listening to what others say.		
I can say the correct sound(s) for graphemes from Phases 3 and 5.		
I can read words that contain adjacent consonants at Phase 4.		
I can read words which contain a split digraph. (Phase 5)		
I can read words of more than one syllable that contain phonemes I have been taught.		
I can read many Year 1 common exception words.		
I can read words with contractions e.g. I'm and know that the apostrophe means one or more letters have been left out.		
I can check the text makes sense and self correct.		
I can predict what might happen next.		
I can make inferences on the basis of what is being said or done.		

Autumn Spring Summer

Reading Assessments

Year 1	Nov	Mar	Jun
I can retell familiar stories, fairy stories and traditional tales and talk about the characters.			
I can talk about my own experiences and how they are linked to what I have read or heard read.			
I can join in with discussions about different texts, taking my turn and listening to what others say.			
I can say the correct sound(s) for graphemes from Phases 3 and 5.			
I can read words that contain adjacent consonants at Phase 4.			
I can read words which contain a split digraph. (Phase 5)			
I can read words of more than one syllable that contain phonemes I have been taught.			
I can read many Year 1 common exception words.			
I can read words with contractions e.g. I'm and know that the apostrophe means one or more letters have been left out.			
I can check the text makes sense and self correct.			
I can predict what might happen next.			
I can make inferences on the basis of what is being said or done.			

Autumn Spring Summer

Writing Targets

Year 1 Targets	Dates / evidence	Target achieved
I can think of my own sentence and say it out loud before I write it.		
I can write a sentence.		
I can use 'and' in a sentence.		
I know when capital letters, full stops, question marks and exclamation marks are used.		
I can reread what I have written to check it makes sense.		
I can spell words using Phase 2 and 3 phonemes.		
I can spell many Year 1 common exception words.		
I know when to add –s –es, -ing, -ed, -er, –est and un- to a word.		
I can spell words that have –s –es, -ing, -ed, -er, –est and un- added to them.		
I can remember and write a sentence given to me by my teacher.		
I can form many letters correctly.		
I can use capital letters for names and when I write about myself (I).		
I can sequence sentences to make a short story.		

Autumn Spring Summer

Writing Assessments

Year 1	Nov	Mar	Jun
I can think of my own sentence and say it out loud before I write it.			
I can write a sentence.			
I can use 'and' in a sentence.			
I know when capital letters, full stops, question marks and exclamation marks are used.			
I can reread what I have written to check it makes sense.			
I can spell words using Phase 2 and 3 phonemes.			
I can spell many Year 1 common exception words.			
I know when to add –s –es, -ing, -ed, -er, –est and un- to a word.			
I can spell words that have –s –es, -ing, -ed, -er, –est and un- added to them.			
I can remember and write a sentence given to me by my teacher.			
I can form many letters correctly.			
I can use capital letters for names and when I write about myself (I).			
I can sequence sentences to make a short story.			

Autumn Spring Summer

Maths Targets

Year 1 Targets	Dates / evidence	Target achieved
I can count to, from and across 100, from different starting points, including 0.		
I can count, read and write numbers to 100.		
I can say one more or one less than a given number.		
I can quickly add and subtract numbers to 20.		
I know and use doubling and halving facts for numbers up to double 10.		
I can recognise, find and name a half and a quarter.		
I can compare, describe and solve practical problems for length, weight, capacity and time.		
I can recognise different coins and notes and I know their value.		
I can tell the time to the hour and half past the hour and draw the hands on a clock.		
I can recognise and name 2D and 3D shapes.		
I can count in multiples of 2, 5 and 10.		
I can solve one-step problems involving multiplication and division, using concrete objects.		

Autumn Spring Summer

Maths Assessments

Year 1	Nov	Mar	Jun
I can count to, from and across 100, from different starting points, including 0.			
I can count, read and write numbers to 100.			
I can say one more or one less than a given number.			
I can quickly add and subtract numbers to 20.			
I know and use doubling and halving facts for numbers up to double 10.			
I can recognise, find and name a half and a quarter.			
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I can count in multiples of 2, 5 and 10.			
I can solve one-step problems involving multiplication and division, using concrete objects.			

Autumn Spring Summer

Stonham Aspal CEVA Primary School

Targets

When the target is achieved, it will also record at what assessment level the pupil has reached this target.

WT Working towards the expected standard

WA Working at the expected standard

WG Working at greater depth within the expected standard

For example, if the writing target was. . .

'I know when capital letters, full stops, question marks and exclamation marks are used.'

WT – knows to start a sentence with a capital letter and finish it with a full stop. Uses a capital letter at the start of a name and for the personal pronoun, I.

WA – is beginning to punctuate a sentence using a capital letter and a full stop, question mark or exclamation mark as well as using a capital letter for names of people, places, the days of the week and the personal pronoun, I.

WG – often uses these forms of demarcation consistently throughout a piece of writing.