

Performance Information in English & Maths – What the table means Year 1

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 1:

Reading	What does this aspect mean?	End of Year Expectation Criteria:
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</i> <i>Reads accurately by blending sounds in unfamiliar words</i> <i>Reads common exception words</i> <i>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</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>Develops pleasure in reading, motivation to read, vocabulary and understanding by (1) becoming very familiar with key stories, fairy stories and traditional tales</i> <i>Understands both the books they can already read accurately and fluently and those they listen to by (2) discussing the significance of the title and events</i> <i>Understands both the books they can already read accurately and fluently and those they listen to by (1) checking that the text makes sense to them as they read</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Understands both the books they can already read accurately and fluently and those they listen to by (2) as they read, correcting inaccurate reading</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding (1) listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i> <i>Participate in discussion about what is read to them, taking turns and listening to what others say</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Explain clearly their understanding of what is read to them</i>
Inference	Understanding beyond the literal language	<i>Understands both the books they can already read accurately and fluently and those they listen to by (4) predicting what might happen on the basis of what has been read so far</i>
Language for Effect	How particular language creates meaning	<i>Recognise and join in with predictable phrases</i>
Writing	What does this aspect mean?	End of Year Expectation Criteria:
Transcription	Accuracy of spelling in writing	<i>Spells words containing each of the 40+ phonemes already taught.</i> <i>Names the letters of the alphabet in order.</i>
Handwriting	Specific letter formation and how letters are joined	<i>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</i>

Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>Writes sentences by (2) re-reading what has been written to check that it makes sense.</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Writes sentences by (1) sequencing sentences to form short narratives.</i>
Sentence Structure and Punctuation	Use of a range of different sentence structures and control of the language	<i>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</i>
Grammar, Punctuation and Spelling	Use of grammatical elements of writing with accuracy	<i>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i>

Maths	What does this aspect mean?	End of Year Expectation Criteria:
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<i>Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens Given a number, identifies one more and one less</i>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	<i>Represents and uses number bonds and related subtraction facts within 20</i>
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	<i>Solve one-step problems involving multiplication division, answer using concrete objects, pictorial representations and arrays with the support of the teacher.</i>
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<i>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</i>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<i>Compares, describes and solves practical problems for: 1. lengths and heights eg long/short, longer/shorter, tall/short, double/half; 2. mass/weight eg heavy/light, heavier than, lighter than; 3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and 4. time eg quicker, slower, earlier, later. Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</i>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	<i>Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes eg rectangles (including squares), circles and triangles; 2. 3-D shapes eg cuboids (including cubes), pyramids and spheres</i>
Position and Direction	Coordinates, aspects of symmetry and angle	<i>Describe position, directions and movements, including half, quarter and three-quarter turns.</i>
Statistics	Interpreting and producing charts and graphs to explore information.	

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have ‘met’ the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
Overall Maths	C

This ‘imaginary child’ has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only ‘close to meeting’ ie not met. They are particularly strong at measuring and working at ‘greater depth’ on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be ‘close to’ as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.