

English Language Comprehension and Reading

1. Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
2. Show anticipation about what is going to happen (e.g. by turning the page)
3. Join in with some actions or repeat some words, rhymes and phrases when prompted
4. Say a single sound for 10+ graphemes
5. Read words by blending sounds with known graphemes, with help from their teacher
6. Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
7. Join in with predictable phrases or refrains
8. Say a single sound for 20+ graphemes
9. Read accurately by blending the sounds in words with two and three known graphemes
10. Respond to questions that require simple recall
11. Recount a short sequence of events (e.g. by sequencing images or manipulating objects)
12. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes
13. Read accurately by blending the sounds in words with up to five known graphemes
14. Read some common exception words
15. Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence
16. Talk about events in the story and link them to their own experiences
17. Retell some of the story

English Writing

1. Say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach')
2. Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)
3. Say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot')
4. Form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
5. Identify or write these 10+ graphemes on hearing corresponding phonemes
6. Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
7. Write a caption or short phrase using the graphemes that they already know
8. Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading
9. Identify or write these 20+ graphemes on hearing the corresponding phonemes
10. Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot)
11. Form most lower-case letters correctly
12. Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
13. Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
14. Spell a few common exception words (e.g. I, the, he, said, of)

MATHS

1. Demonstrate an understanding of the concept of the transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)
2. Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
3. Demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil)
4. Identify the big or small object from a selection of two
5. Sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)
6. Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)
7. Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked
8. Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.)
9. Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10
10. Demonstrate an understanding that the last number counted represents the total number of the count
11. Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present
12. Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.)
13. Read and write numbers in numerals from 0 to 9
14. Demonstrate an understanding of the mathematical symbols of add, subtract and equal to
15. Solve number problems involving the addition and subtraction of single-digit numbers up to 10
16. Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$)
17. Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$)
18. Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)
19. Demonstrate an understanding that the total number of objects changes when objects are added or taken away
20. Demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away
21. Count to 20, demonstrating that the next number in the count is one more and the previous number is one less
22. Recognise some common 2-D shapes