LEARNING LADDERS

READING, WRITING AND MATHS

YEAR 1

Name _____

Class _____

New Curriculum & Changes to Assessment

BACKGROUND

In September 2014, schools teaching KS1 and KS2 pupils took on a new Primary National Curriculum. This now applies to all pupils, except for those in Year 2 and 6 who are still working on the old curriculum for maths and English.

The government wanted to provide schools with a slimmed down curriculum that ensure that the core principles were outlined, whilst giving teachers more freedom with the breadth of the content. This is particularly the case in the foundation subjects where key principles have been shared but the 'topics' for driving this can be wide ranging.

The new Maths and English curriculums are aimed at further raising standards nationally and many objectives have been moved into lower year groups as children are expected to grasp key skills more quickly.

With the change in curriculum expectations comes a change in assessment. Children who are currently in Year 2 and Year 6 will continue with the previous maths and English curriculum and its end of year assessment procedures, but children in Year 1, 3, 4 and 5 will no longer be assessed using 'Levels'.

The government felt that schools should have greater autonomy in deciding how they assess pupil achievement, and that the Levels system had become out-dated and was no longer fit for purpose. It was also felt that parents did not feel that Levels were clear enough in explaining their child's attainment and progress.

We will be trialling a new Learning Ladders system for the purposes of target setting, reporting, assessing and recording. This project was recognised by the Department for Education earlier this year and is being adopted by schools nationally.

Maths Targets
Year 1

MEASURES

I recognise and know the value of different denominations of coins and notes.

I can compare, describe, measure and record weight and mass.

I can compare, describe, measure and record capacity and volume.

I can compare, describe, measure and record length and height.

TIME

I can read and write time on an analogue clock for o'clock and half past.

I can compare, describe, measure and record time (hours, minutes, seconds) and use the language quicker, slower, earlier, later.

I can recognise and use language relating to dates including days of the week, months and the term 'year'.

I can sequence events in chronological order using before, after, today, tomorrow etc

SHAPE

I can recognise and name common 3D shapes (cuboid, cube, pyramid, sphere).

I can recognise and name common 2D shapes (rectangle, circle, square, triangle).

POSITION AND DIRECTION

I can describe position, direction and movement including 1/2, 1/4 and 3/4.

PLACE VALUE

I can continue simple number sequences and shape patterns.

I can identify odd and even numbers up to 20.

I can identify one more/one less from a given number.

I can read and write numbers from 1 to 100 in numerals.

I can read and write numbers from 1 to 20 in numerals and words.

Maths Targets
Year 1

TIMES TABLES

I can count in 2s, 5s and 10s from zero.

ADDITION

I know my number facts to 20.

I can add in 10s and 1s using a structured number line.

I can add in 1s using a structured numberline.

I can add in ones using practical resources.

SUBTRACTION

I know all the subtraction facts to 20.

I can subtract in 10s and 1s using an unstructured number line.

I can subtract in 10s and 1s using a structured numberline.

I can subtract in 1s using a structured number line.

I can subtract in 1s using practical resources.

MULTIPLICATION

I can multiply using concrete objects, pictorial representations and arrays with the support of the teacher.

DIVISION

I can divide using concrete objects, pictorial representations and arrays with the support of the teacher.

FRACTIONS

I can recognise, find and name a quarter of an object, shape or quantity.

I can recognise, find and name a half of an object, shape or quantity.

PROBLEM SOLVING

I can solve practical problems in the context of measure, e.g length, weight, capacity and time.

I can solve multiplication and division 1 step word problems using concrete apparatus (2,5 10 x tables only)

I can solve addition and subtraction 1 step problems using concrete apparatus.

LEARNING LADDERS

How do Learning Ladders Work?

'Learning Ladders' is an assessment system involving a set of ladders for the core subjects of reading, writing and maths. Each of these ladders divides the new curriculum up into key skills, and the rungs on the ladders are then the key milestones. The ladders depict the progression steps that children will make in their learning.

'Learning Ladders' is primarily an assessment tool to be used by teachers within school to replace Assessing Pupils Progress (APP) sheets for assessment and record keeping. However we felt that as parents, you would be interested in knowing the key skills that your child would be expected to achieve for their age, to allow you to appropriately support your child's learning, so we have adapted the ladders to show the key skills in reading, writing and maths for each year group.

This 'Learning Ladder' Booklet for Parents provides you with attainment statements for reading, writing and maths to help you understand what they will be learning at school.

Writing Targets
Year 1

ORGANISATION

I can read my writing back to an adult confidently.

I can convey basic purpose and ideas through appropriate word choices.

PURPOSE

I can use a simple structure in my writing e.g beginning, middle and end, or instructions written in the right order.

I can write more than one sentence about an idea.

My writing can be read without mediating.

GRAMMAR GIANTS

I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.

I can join words and joining clauses by the use 'and'.

I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark.

WORD WONDER

I can use some basic descriptive language.

I can make some appropriate word choices from word banks, class lists and sentence openers.

SUPER SPELLER

I can spell words using phonemes that I know.

I can spell most of the high f requency word.

I can spell the days of the week.

I can use the prefix 'un'.

I can add the suffixes 'ed', 'ing', 'er', 'est', 'ly', 'y'.

HANDWRITING HERO

I can sit correctly at a table, holding a pencil correctly and comfortably.

I can begin to form lower case letters in the correct direction, starting and finishing in the right place.

I can form capital letters.

I can form digits 0-9.

Reading Targets
Year 1

DECODER

I can use picture clues to help in reading simple texts.

I can use phonic knowledge to blend sounds together to read words, including long phonemes.

I can read familiar endings to words (eg –s, -es, -ing, -ed, -er, -est)

I can read common exception words.

COMPREHENDER

I can identify the main events or key points in a text.

I can answer straight forward questions about a story.

I can recognise the difference between fiction and fact.

READING DETECTIVE

I can express opinions about main events and characters in a story.

I can make simple predictions about the characters.

I can recognise why a character is feeling a certain way.

LANGUAGE LOVER

I can recognise obvious story language eg Once upon a time, big bad wolf.

I can recognise repetition of language in my reading.

I can discuss what new words mean, linking new meanings to those already known.

RESPONDER

I can link what I read or hear read to my own experiences, with encouragement.

I can participate in discussions about what is read to me, taking turns and listening to what others say.

BIG READER

I can appreciate rhymes and poems, and to recite some by heart.

I can become very familiar with key stories, fairy stories and traditional tales, and can retell them and consider their particular characteristics.