

**Science**

	Emerging	Developing	Expected	Mastery
<b>Plants</b> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees.				
<b>Animals including Humans</b> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.				
<b>Uses of Everyday Materials</b> I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.				
<b>Seasonal Changes</b> I can observe changes across the four seasons, I can observe and describe weather associated with the seasons and how day length varies.				
<b>Working scientifically</b> I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.				

**Religious Education**

**Pupil Comment**

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Class Teacher \_\_\_\_\_ Head Teacher \_\_\_\_\_



*St Joseph's Catholic Primary School*

**PUPIL'S ANNUAL REPORT**

NAME: \_\_\_\_\_ DATE: July 2016 YEAR: 1

ATTENDANCE: Number of sessions attended  Number of possible attendances   
 Red (below 93%)/Amber (93-95.9%)/Green (96%+)  Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation)  /5

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance)  /5

Contribution to school life (care for others, service to the school, consideration for school environment)  /5

**General Comment**

*(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)*

**English**

	Emerging	Developing	Expected	Mastery
<p><b>Spoken Language (age appropriate)</b> I can listen and respond appropriately to adults and my peers. I can ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary. I can articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English. I can participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.</p>				
<p><b>Reading - Phonics</b> I can apply phonic knowledge and skills as the route to decode words, respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. I can read accurately by blending sounds in unfamiliar words containing GPCs (grapheme/phoneme correspondence) that have been taught.</p>				
<p><b>Reading - Word</b> I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings. I can read other words of more than one syllable that contain taught sounds. I can read words with contractions and understand that the apostrophe represents the omitted letter(s). I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. I can re-read these books to build up my fluency and confidence in word reading.</p>				
<p><b>Reading - Comprehension</b> I develop pleasure in reading, motivation to read, vocabulary and understanding. I can understand both the books I can already read accurately and fluently and those I listen to. I can participate in discussion about what is read to me, taking turns and listening to what others say. I can explain clearly my understanding of what is read to me.</p>				
<p><b>Spelling</b> I can spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week. I can name the letters of the alphabet. I can add prefixes and suffixes. I can apply simple spelling rules. I can write from memory simple sentences dictated by the teacher that include words using the sounds and common exception words taught so far.</p>				
<p><b>Handwriting</b> I can sit correctly at a table, holding a pencil comfortably and correctly. 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. I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</p>				
<p><b>Writing - Composition</b> I can write sentences. I can discuss what I have written with the teacher or other pupils. I can read aloud my writing clearly enough to be heard by my peers and the teach</p>				

**English continued**

	Emerging	Developing	Expected	Mastery
<p><b>Writing - Vocabulary, Grammar and Punctuation</b> I show my developing understanding of the concepts by: leaving spaces between words, joining words and joining clauses using ‘and’, beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. I can use the grammatical terminology in discussing my writing.</p>				

**Mathematics (including problem solving)**

	Emerging	Developing	Expected	Mastery
<p><b>Number and place value</b> I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. I can count, read and write numbers to 100 in numerals. I can count in multiples of twos, fives and tens. I can, given a number, identify one more and one less. I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. I can read and write numbers from 1 to 20 in numerals and words.</p>				
<p><b>Addition and Subtraction</b> I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. I can represent and use number bonds and related subtraction facts within 20. I can add and subtract one-digit and two-digit numbers to 20, including zero. I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p>				
<p><b>Multiplication and Division</b> I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>				
<p><b>Fractions</b> I can recognise, find and name a half as one of two equal parts of an object, shape or quantity. I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>				
<p><b>Measurement</b> I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later]. I can measure and begin to record the following: lengths and heights, mass/weight, capacity and volume (hours, minutes, seconds). I can recognise and know the value of different denominations of coins and notes. I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. I can recognise and use language relating to dates, including days of the week, weeks, months and years. I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>				
<p><b>Geometry:</b> I can recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]. I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. I can describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>				