

Essential Statements for WRITING

I can say out loud what I am going to write about.

I can say a sentence before I write it.

I can write two or three sentences about the same topic.

I can read what I have written to check it makes sense.

I can talk about what I have written.

I can read my writing aloud so that I can be heard by my teacher and my friends.

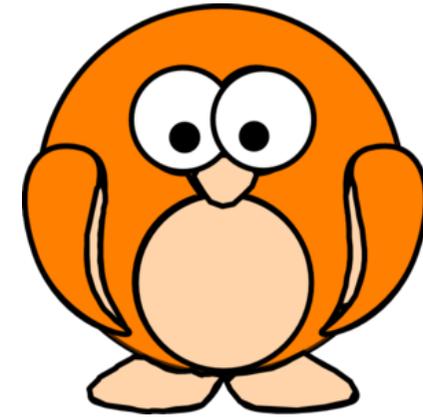
I can add '-s' or '-es' to a word to make it plural e.g. 'hand' – 'hands'.

I can write two or more phrases about an idea or event.

I can use 'and' in a sentence or phrase.

I can add different endings to verbs that don't need to change (e.g. helping, helper, helped).

I can add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie).



All Saints C of E Primary

'I Can' Statements

Supporting Assessment in

ENGLISH

YEAR 1

Assessment Outcomes to Track Progress

We track progress using the following outcomes:

- **Y1 Commencing** (*where pupils should be by the end of autumn term*)
- **Y1 Developing** (*where pupils should be by the end of spring term*)
- **Y1 SECURE** (*Year group objectives achieved*)
- **Y1 Secure Advanced** (*for secure+ and more able learners*)
- **Y1 Secure Deep** (*for more able learners*)

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – '*essential*' and '*other*'. In order to achieve **SECURE** for Year 2 (the National Expectation), children need to have achieved ALL of the following essential statements **by the end of the year**:

Essential Statements for READING

I can recognise and say the correct sound to graphemes for all 40+ graphemes, e.g. 'ai,' 'igh,' 'ou,' 'ar'.

I can recognise alternative sounds for graphemes.

I can blend sounds to read unfamiliar words containing the sounds I have been taught.

I can read common exception words.

I can read words with common sounds that end with –s, –es, –ing, –ed, –er and –est.

I can read words of more than one syllable that contain sounds I have learnt.

I can tell if a sentence I have read does not make sense.

I can follow a range of simple texts when they are read to me.

Essential Statements for WRITING

I can sit at a table and hold my pencil correctly.

I can write lower case letters the way my teacher has shown me.

I know which letters are formed in the same way (e.g. a,c,d,g,o,q).

I write from left to right.

I can write capital letters.

I can write the digits 0-9.

I can write the letters of the alphabet in response to hearing the sounds.

I can write the sounds '-ff','-ll' , '-ss', '-zz' '-ck'.

I can write the sounds '-nk', '-ch', '-ve'.

I can hear the syllables in words.

I can form 15 or more lower case letters the way my teacher has shown me.

I can write so that most people can read and understand my writing.

I can write most of my work in simple sentences.

I can write with letters that are the same size and formed correctly.

I can spell the common exception words for Y1
(the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our).