

NAME: _____

YEAR 1

Wilkinson Primary School

Target Card

Literacy Writing

P5

SENTENCE STRUCTURE

- I go from left to right when reading a story
- I show I understand by answering questions and pointing to the right pictures
- I can find my name on a card

WORD

- I can match words or symbols to the right picture
- I can match real objects to symbols
- I can recognise and understand familiar pictures and symbols
- I know when a word or words have been missed out of a rhyme I know

TEXT STRUCTURE AND ORGANISATION

- I know that pictures on the left are before pictures on the right
- I can use the first letter and a picture to work out a missing word
- I know when a word or words have been missed out of a story or rhyme I know
- I can take part in acting out a story
- I can say what will come next in a rhyme or story I know

I can	Maths – Year 1(exceeding)	😊	Date
Fractions	Demonstrate on a diagram what happens if you add two equal halves of a shape together.		
	Demonstrate on a diagram what happens if you add four equal quarters of a shape together.		
Shape/Position//Measures	Measure lengths and heights accurately and write my results in centimetres and metres.		
	Measure mass and weights accurately and write my results in grams and kilograms		
	Measure capacity and volume accurately and write my results in millilitres, litres and cubes.		
	Measure how long things take accurately and write my results in minutes, seconds and hours.		
	Describe how long a day is in hours, how long a week is in days, how long a month is in weeks and how long a year is in months.		
	Interpret a calendar for the year and make statements such as 'My birthday is three weeks before Easter'.		
	Tell which of the o'clock and half past times is the next to occur and draw a clock face to show these times.		
	Identify rectangles, squares, circles and triangles in the classroom and in the outdoor area and say what is the same and different about the shapes.		
	Sort a collection of 3-D shapes and name them correctly (cuboids, cubes, pyramids and spheres).		
	Identify things that are to the right, to the left, above and underneath.		
	Describe things which have made half, quarter and three-quarter turns in degrees.		
	Choose the correct coins and notes to pay for an item up to £10 and explain why I have chosen them.		
	Make up my own sequence, extend it and describe the rule I am following.		
	Write a series of instructions to another pupil to walk to a place using the turns either left or right.		

I can	Maths – Year 1(exceeding)	😊	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 150 starting at any number.		
	Count forwards in 3s up to 50 starting at any number.		
	Count backwards in 1s, 2s, 5s and 10s up to 150 from any number.		
	Count backwards in 3s up to 50 from any number.		
	Read numbers from 1 to 50 in digits and words.		
	Write numbers from 1 to 50 in digits and words.		
	Say a number which is five more than any given number up to 100.		
	Say a number which is five less than any given number up to 100.		
	Begin to partition numbers (10s, 1s).		
	Use =, >, <, most and least, up to 150 in number sentences and understand mathematical statements up to 150 for + and - signs.		
+ and -	Mentally add up 2 single digits up to 20.		
	Begin to solve word problems using add, total, sum and find the difference.		
	Add 3 single digits up to 20.		
	Add a single digit number to a 2-digit number up to 30.		
	Add 4 single digits up to 20.		
	Subtract a single digit from a 3-digit number up to 150.		
	Answer addition number bonds to 50 very quickly.		
	Answer subtraction number bonds to 50 very quickly.		
	Solve one-step problems that involve addition and subtraction up to 150 using apparatus.		
	Solve missing number problems that involve addition and subtraction up to 150 using apparatus.		
x and ÷	Solve one step times table and division problems up to 20 using objects, graphs, charts and arrays.		
	Begin to solve problems using the x and ÷ sign.		
	Solve problems which involve halving and doubling.		

Wilkinson Primary School

Target Card

Literacy Writing

P6

SENTENCE STRUCTURE

- I know that pictures on the left are before pictures on the right
- I know that a story does not make sense if I just laugh, point or say words

WORD

- I can match pictures to a written word or symbol
- I can recognise simple words and symbols
- I can recognise my own name in different places
- I can pick out rhyming words in familiar rhymes
- I know the first letter of my name and can point to it or say it
- I can repeat marks, symbols, letters and single words in my writing
- I know the difference between drawing and writing

TEXT STRUCTURE AND ORGANISATION

- I know that we turn pages one at a time
- I can turn pages in a book I know and follow the story with my eyes, saying words at the right time
- I can retell part of a story or rhyme and I tell the story or rhyme in the right order

Wilkinson Primary School

Target Card

Literacy Writing

P7

SENTENCE STRUCTURE

- I understand that a picture or words in a book are in order
- I know that words are put in a certain place on a page

WORD

- I can find rhyming words in lists
- I can recognise the first letter of my name
- I can say the sounds made by some letters
- I can find a letter when I hear the sound that letter makes

TEXT STRUCTURE AND ORGANISATION

- I can follow a simple story with an adult
- I can understand simple words such as books, back, front
- I can retell a simple story with words and actions
- I can talk about something that has happened and I tell the event in the correct order
- I can pick out a character's name or important phrase by recognising the first letter or a whole word
- I help act out a story on my own
- I can retell a whole story or a rhyme

I can	Maths – Year 1(expected)	😊	Date
	Tell you what halving and doubling are.		
Fractions	Tell you what happens if you add two equal halves of a shape together.		
	Tell you what happens if you add four equal quarters of a shape together.		
Shape/Position/Measures	Measure lengths and heights and write my results in centimetres and metres.		
	Measure mass and weights and write my results in grams and kilograms		
	Measure capacity and volume and write my results in millilitres, litres and cubes.		
	Measure how long things take and write my results in minutes, seconds and hours.		
	Tell you the difference between days, months and years, give today's date and describe future events such as 'in three years I will be in Year 4'.		
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		
	Identify cuboids, cubes, pyramids and spheres.		
	Describe things which are either top, bottom, middle, next to and directions.		
	Describe things which have made half, quarter and three-quarter turns.		
	Identify rectangles, squares, circles and triangles in the classroom and in the outdoor area, independently.		
	In role play, select the correct coins to pay for an item costing 23 p and know that I should get some change from a £5 note.		
	Identify a sequence such as RBBGRBBG and continue it. (R=Red, B=Blue and G=Green).		
	Give instructions to another pupil to walk to a place including the turns left and right.		

I can	Maths – Year 1(expected)	😊	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 100 starting at any number.		
	Count backwards in 1s, 2s, 5s and 10s up to 100 from any number.		
	Read numbers from 1 to 20 in digits and words.		
	Write numbers from 1 to 20 in digits and words.		
	Say a number which is one more than any given number up to 100.		
	Say a number which is one less than any given number up to 100.		
	Make numbers using objects and number lines.		
	Use =, >, <, most and least up to 100 in number sentences.		
	Understand mathematical statements up to 100 involving +, - and = signs.		
+ and -	Understand the words add, total, sum and find the difference.		
	Add 2 single digits up to 20.		
	Add a single digit number to a 2-digit number up to 20.		
	Add 3 single digits up to 20.		
	Subtract a single digit from a 2-digit number up to 20.		
	Answer addition number bonds to 20 very quickly.		
	Answer subtraction number bonds to 20 very quickly.		
	Solve one-step problems that involve addition up to 100 using apparatus.		
	Solve missing number problems that involve addition up to 100 using apparatus.		
x and ÷	Solve one-step problems that involve subtraction from 100 using apparatus.		
	Solve missing number problems that involve subtraction from 100 using apparatus.		
x and ÷	Solve one-step times table and division problems up to 20 using objects, graphs, charts and arrays with my teacher's help.		
	Understand the x and ÷ sign.		

Wilkinson Primary School

Target Card

Literacy Writing

P8

SENTENCE STRUCTURE

WORD

- I can add a rhyming word to an unfinished rhyme
- I can pick out the first sound in a spoken word
- I can carry on giving rhyming words
- I can hear the sounds s, f, k, d, m, a at the beginnings of words
- I know the letter and the sound made by s, f, c, d, m, a
- I can read some familiar words, signs, symbols e.g. names, captions, labels and words from favourite books

TEXT STRUCTURE AND ORGANISATION

- I can use simple words such as book, magazine, newspaper, back, front, beginning, end
- I can read and find words in a text I know
- I am starting to use pictures or first letter sounds to help me read unfamiliar words
- I can read parts and bits of rhymes or stories
- I can match a written and a spoken word

Wilkinson Primary School

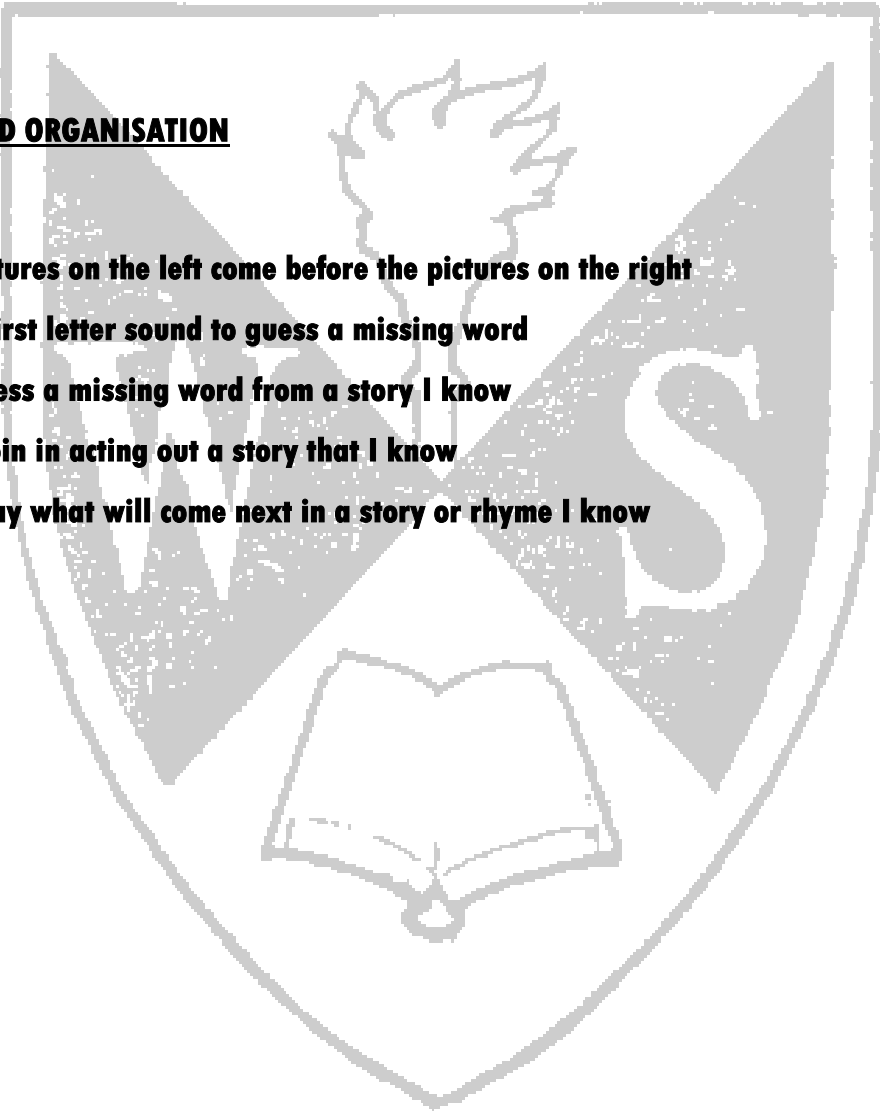
Target Card

Literacy Reading

P5

TEXT STRUCTURE AND ORGANISATION

- I know the pictures on the left come before the pictures on the right
- I can use the first letter sound to guess a missing word
- I can try to guess a missing word from a story I know
- I am able to join in acting out a story that I know
- I am able to say what will come next in a story or rhyme I know



I can	Maths – Year 1(emerging)	😊	Date
Fractions	Identify that ten counters can be grouped into two sets.		
	Group 12 counters into 4 equal groups of 3 each.		
Shape/Position/Measures	Solve practical problems for lengths and heights such as longest and shortest.		
	Solve practical problems for mass and weights such as lightest and heaviest.		
	Solve practical problems for capacity and volume such as full and half-full.		
	Solve practical problems for time using terms such as fastest and slowest.		
	Identify coins and order them according to their value.		
	Put events in the right order using words such as: before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.		
	Chant the days of the week and the months of the year in order and, with support, identify today’s date.		
	Tell when it is 12 o’clock and, with support, identify half past two.		
	Identify rectangles, squares, circles and triangles in the classroom and in the outdoor area when asked.		
	Select a pyramid from a set of 3-D shapes, with support.		
	Identify a sequence such as RBGRBG and continue it with support. (R=Red, B=Blue and G=Green).		
	Follow instructions from another pupil to walk to a place including the turns left or right.		

I can	Maths – Year 1(emerging)	😊	Date
Number and Place Value	Count forwards in 1s, 2s, 5s and 10s up to 50 starting at any number.		
	Count backwards in 1s, 2s, 5s and 10s up to 50 from any number.		
	Read numbers from 1 to 10 in digits and words.		
	Write numbers from 1 to 10 in digits and words.		
	Say a number which is one more than any given number up to 50.		
	Say a number which is one less than any given number up to 50.		
	Make numbers using concrete objects and number lines.		
	Use =, >, <, most and least up to 50 in number sentences.		
	Understand mathematical statements up to 50 involving +, - and = signs.		
+ and -	Understand the words add, total, sum and find the difference.		
	Add 2 single digits up to 20.		
	Add a single digit number to a 2-digit number up to 20.		
	Add 3 single digits up to 20.		
	Subtract a single digit from a 2-digit number up to 20.		
	Answer addition number bonds to 10 very quickly.		
	Answer subtraction number bonds to 10 very quickly.		
	Solve one-step problems that involve addition up to 50 using apparatus.		
	Solve missing number problems that involve addition up to 50 using apparatus.		
	Solve one-step problems that involve subtraction from 50 using apparatus.		
	Solve missing number problems that involve subtraction up to 50 using apparatus.		

Wilkinson Primary School
Target Card
Literacy Reading
P6

TEXT STRUCTURE AND ORGANISATION

- I know that pages are turned one at a time
- I can turn pages at the right moment or follow a book with my eyes or say the words of the story allowed all at the right time
- I can retell part of a rhyme or story in the correct order

Wilkinson Primary School

Target Card

Literacy Reading

P7

TEXT STRUCTURE AND ORGANISATION

- I can follow a simple story with an adult
- I can understand simple words such as books, back, front
- I can retell a simple story with words and actions
- I can talk about something that has happened and I tell the event in the correct order
- I can pick out a character's name or important phrase by recognising the first letter or a whole word
- I help act out a story on my own
- I can retell a whole story or a rhyme

Wilkinson Primary School

Target Card

Numeracy

P8

- I can chant numbers up to 10 and then more than 10
- I can start chanting from a number given by my teacher e.g. 5
- I can count up to 10 objects
- I can say which number is more or less
- I can read numbers up to 9 and can match them to groups of objects
- With objects, I can add one or take one away from the group
- I am starting to use numbers such as first, second, third and know what these mean
- I can estimate a small number and then use my counting skills to check
- I can spot a pattern and describe how that pattern works
- I can solve simple problems using my skills
- I can make simple estimates e.g. *how many cubes will fit into the box*
- I can say which is the *long or short* object or the *tall or short object*
- I know there are days of the week
- I know there are important parts of the day e.g. meals, bedtime
- I can talk about shapes using words like *straight, circle, larger*
- I can talk about the shapes I can see in pictures and patterns

Wilkinson Primary School

Target Card

Numeracy

P7

- I can chant numbers to 10
- I can count out 5 objects
- I can read numbers to 5
- I know that a number is an amount of something
- I know phrases such as "*How many?*"
- I can say which group has more or less in it, or by seeing a bigger group or a smaller group
- When playing and can *add one* to a group or *take one* away from a group
- I can sort objects into certain groups when my teacher tells me what I have to look for
- I can spot the object that is in the wrong group
- I know the words *forwards* and *backwards*
- I can pick out a shape when I hear my teacher say a shape name
- I can use words to say how *big or small* something is or how much of something there is
- I can use words to say *where* something is

Wilkinson Primary School

Target Card

Literacy Reading

P8

TEXT STRUCTURE AND ORGANISATION

- I can use simple words such as book, magazine, newspaper, back, front, beginning, end
- I can read and find words in a text I know
- I am starting to use pictures or first letter sounds to help me read unfamiliar words
- I can read parts and bits of rhymes or stories
- I can match a written and a spoken word

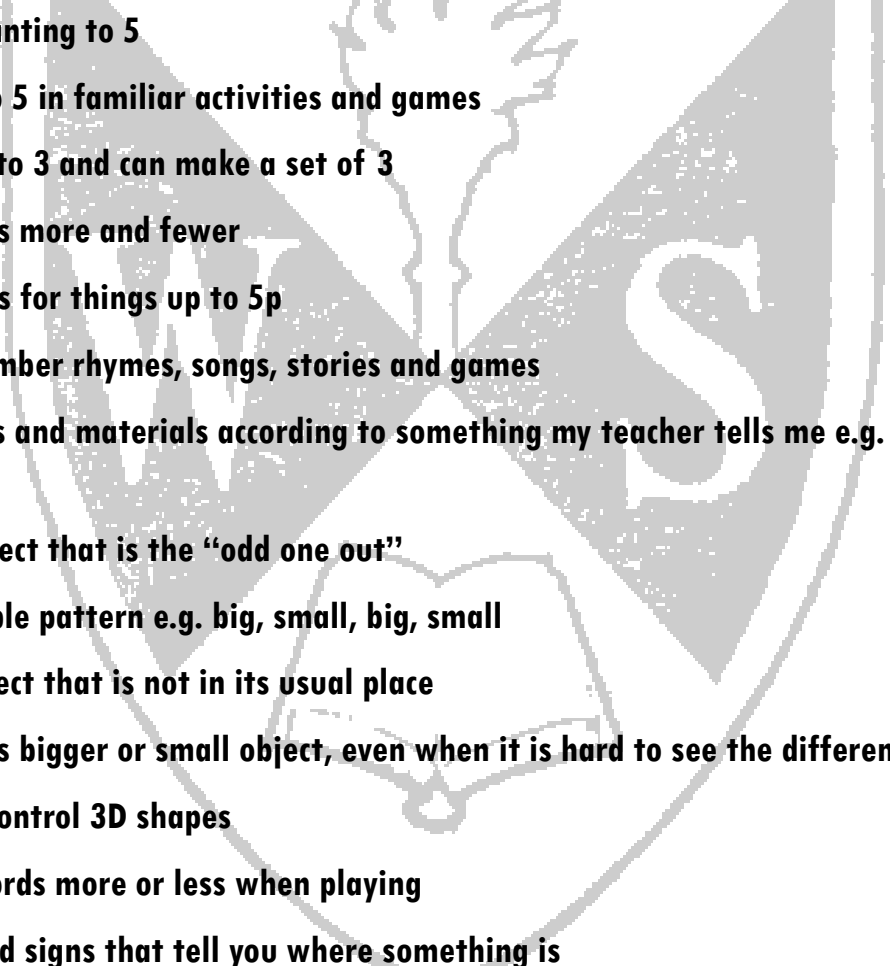
I can	English – Year 1 (emerging)	😊	Date
Word Reading	I know all Set 1 RML sounds and can blend Set 1 words		
	With help I can use my Fred Talk to sound out words		
	Read some words ending in: s, es, ed, er.		
	I can, with help, split longer words into syllables		
	Read some words that are shortened with an apostrophe		
	Read most red words taught so far		
	Read aloud texts that use some RML sounds from Set 1 and 2		
Comprehension	Listen to lots of short poems, stories and non-fiction. I sometimes give good ideas in discussion: e.g. we had another story with pigs in.		
	With help from the teacher, answer 'how' and 'why' questions about what they have read.		
	With help from the teacher, I can tell stories such as fairy stories and traditional tales that shows I know how these stories are put together		
	Join in with some things that the whole class is saying together.		
	With support, I check that the text makes sense to me as I read and I correct any mistakes.		
	I can say what the text will be about from the title.		
	With support, show some inference at a basic level: e.g. <i>Mr Gumpy is nice because he says yes to everyone.</i>		
	Tell you what has happened in a story I have read or heard.		
	With help, I give ideas about what will happen next in the story because of what has already happened, sometimes linked to my own experiences: e.g. <i>I think they will have a nice ride on the boat.</i>		
	With help, I can say what I think about the characters or things that happen in the story and answer questions about why things happen: e.g. <i>The boat tipped because all the animals started to be bad, and the children, too.</i>		
	Take turns when talking and listen to what other people are saying.		

Wilkinson Primary School

Target Card

Numeracy

P6

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- I join in with chanting to 5
 - I use numbers to 5 in familiar activities and games
 - I can count well to 3 and can make a set of 3
 - I know the words more and fewer
 - I can use 1p coins for things up to 5p
 - I join in with number rhymes, songs, stories and games
 - I can sort objects and materials according to something my teacher tells me e.g. big, small, soft, hard
 - I can spot an object that is the "odd one out"
 - I can copy a simple pattern e.g. big, small, big, small
 - I can find an object that is not in its usual place
 - I can say which is bigger or small object, even when it is hard to see the difference
 - I can hold with control 3D shapes
 - I can use the words more or less when playing
 - I know words and signs that tell you where something is

Wilkinson Primary School

Target Card

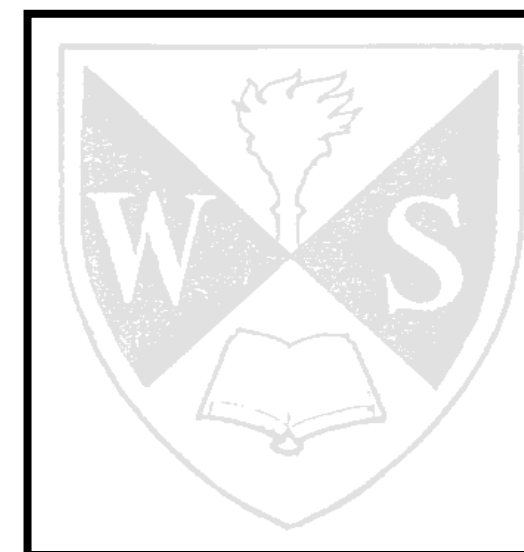
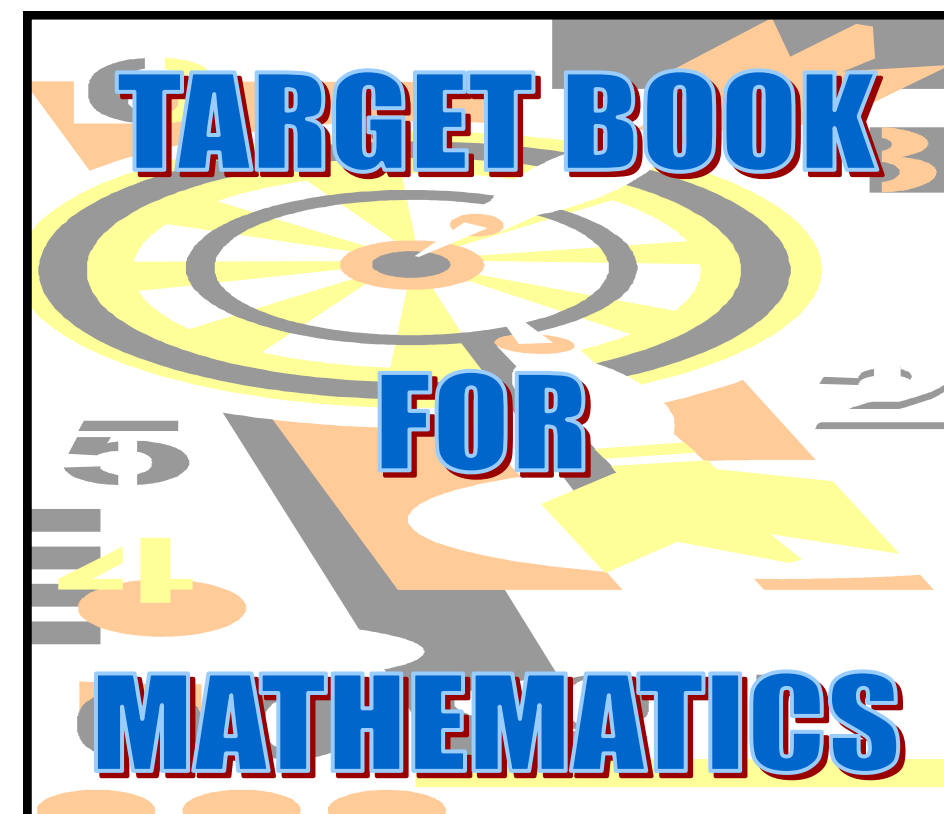
Numeracy

P5

- I join in with number rhymes, stories, songs and games
- I can show number 1 or 2 by using fingers or sounds
- I know 1 thing or lots of things by making groups with objects
- I can match objects to a picture
- I can sort groups of the same object from a mixture of objects
- I can make sets of objects with the same amount in each
- I can solve simple problems by using things around me
- I can find objects because I know where they usually are
- I can talk about the size of objects when there is a big difference between them
- I can find big and small objects when asked
- I can put objects in different places e.g. inside one another, in a line, behind, in front of, at the side

I can	English – Year 1 (emerging)	😊	Date
Handwriting/Spelling	Write some letters of the alphabet.		
	Write some numbers.		
	Say some of the alphabet in the right order.		
	Tell you some letters that sound the same but are different.		
	Spell some words ending in s and er;		
	With support, use the prefix un- in own writing.		
	With support, use the suffixes -ing, -ed, -er and -est in own writing.		
	Spell simple high-frequency words from RML Set 2 level		
	Spell some words in the word-bank including attempting days of the week.		
	Trace upper-case letters.		
	Trace lower-case letters.		
	Trace numbers 0-9.		
Composition and SpAG	I mostly sit correctly at a table and with support hold the pencil usually using the correct pencil grip in my preferred hand.		
	Tell you about what I did at the weekend.		
	Write a sentence with spaces between words. Some use of “and” to join clauses.		
	Correct my work after my teacher has checked it.		
	Use some capital letters and full stops.		
	Use a capital letter for my names.		
	Is aware of a question or exclamation mark.		
	Tell you about some of the grammar I have learned.		

I can	English – Year 1 (expected)	😊	Date
Word Reading	Tell you the letters of the alphabet in order.		
	I can, with support, apply my phonic knowledge to Fred Talk words		
	I can speedily respond with the correct sound to the graphemes I look at in Set 1 and Set 2		
	I can read accurately by blending taught sounds		
	I can read most red words <i>their, people, asked</i> .		
	Read some words ending in: s, es, ing, ed, er, est.		
	Read words that have one part.		
	Read words that have two parts.		
	Begin to read common shortened words and I am aware of the apostrophe to show missing letters.		
	I read aloud texts for my age using Fred Talk to sound out words		
	Re-read a book that I have read before.		
Comprehension	Listen carefully to a wide range of poems, stories and non-fiction. I give good ideas and thoughts to discussion.		
	Identify similarities and differences between my life and the life of characters in stories. I show my understanding through what I say.		
	I know some features of stories, fairy tales and traditional tales. I can retell stories in order. I re-tell stories and fairy tales using the right features.		
	Tell you the names of some traditional tales.		
	Can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information.		
	Tell you about the meanings of some words.		
	Can check that the text makes sense and self correct		
	Am beginning to recognise fiction and non fiction.		
	Talk about print – bold, italic, underlining, bold etc.		
	Demonstrate simple inference.		
	I can predict what might happen because I understand the story, characters, plot and language read .		
	Take turns when talking and listen to what people say.		
	Explain what you are reading to me.		



I can	English – Year 1 (expected)	😊	Date
Handwriting/Spelling	Write words using letters I have already learned, including attempting irregular words that are phonically plausible.		
	Write and spell the days of the week.		
	Tell you the alphabet in the right order.		
	Tell you some letters that sound the same but are different.		
	Spell some words ending in: s, es, ing, ed, er, est.		
	Spell some words starting with un.		
	Spell the words in the word-bank.		
	Write down what the teacher is telling me leaving spaces between words.		
	Write most upper-case letters, correctly formed.		
	Write most lower-case letters, correctly formed.		
	Write numbers 1-9, correctly formed.		
	Tell you about handwriting families e.g. tall letters		
	Sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.		
Composition and SpAG	Tell you what I am going to write.		
	Write a story correctly sequenced.		
	Check my work.		
	Confidently and correctly joins words and clauses with 'and': e.g. <i>I went to the park and played on the swing.</i>		
	Use capital letters, full stops, question marks and exclamation marks.		
	Use a capital letter for names, places, days of the week and 'I'.		
	Tell you about some of the grammar I have learned.		

I can	English – Year 1 (exceeding)	😊	Date
Word Reading	Can decode words, using Fred Talk confidently when I see any new word.		
	I can speedily give the correct sound to graphemes for all of Set 1, 2, 3 sounds in all my reading.		
	Can read fluently, and accurately blend, taught sounds from Set 3 and beyond		
	Can automatically read all red words		
	Can automatically read all common suffixes taught in Yr 1		
	Confidently read all multi-syllable words containing sounds from Set 1, 2, 3		
	Automatically read contractions and words with apostrophes to show where letters are missing.		
	Read aloud with ease texts suitable for my age and ability, using Fred Talking skills.		
	Listen carefully to longer poems, stories and non-fiction. Confidently give good ideas when talking about books.		
	Begin to identify detailed similarities and differences between their own lives and the lives of story characters.		
Comprehension	Always remember features of stories, fairy stories and traditional tales, retelling stories in order with detail and correct story language.		
	Quickly remember the lines in a text and almost always join in, saying them aloud with the class.		
	Show enthusiasm when listening to rhymes and poems. I always join in with reciting some of these off by heart.		
	Can nearly always use my knowledge to find the meaning of new words		
	Confidently answer 'how' and 'why' questions about what I have read and find some information from the text.		
	I know the difference between fiction and non-fiction.		
	I know how information books are set out and I use this to help me to read information books.		

I can	English – Year 1 (exceeding)	😊	Date
Handwriting and Spelling	Understand that some words can be shortened.		
	Spell many words ending with s, es, ing, ed, er, est.		
	Consistently and confidently use the prefix un- in own writing.		
	Make phonically plausible attempts at all common red words, almost all of which are correctly spelt.		
	Write all letters – upper and lower - using guidelines, with letters correctly formed.		
	Write some numbers using guidelines, with numbers correctly formed.		
	Leave a space between words.		
	Correctly identify all handwriting families and sort all letters into them, using this knowledge to remember to correct letter formation when writing.		
	Almost always sit correctly at a table and always hold the pencil using the correct grip in my hand.		
	Confidently and quickly write simple sentences given by the teacher that include words using the Set 1, 2, 3 sounds and common red words taught so far, spelling them correctly.		
Composition and SpAG	Write about something that I would like to happen to me.		
	Write some poems and other writing genres.		
	Tell you about what I'm going to write and why I'm going to write it.		
	Check my work for spelling mistakes.		
	Read what I have written out loud.		
	Write a story with a beginning, middle and end.		
	Often use a question or exclamation mark correctly as well as confidently using the full stop.		
	Write a sentence that describes		