



Year 1 Assessment Information Evening

Wednesday 21st January 2026

17:00- 18:00

Year 1 Phonics Meeting



- Assessment in Year One
- Phonics Jargon buster!
- How we teach phonics.
- What is the phonics screening check?
- How you can support your child at home.



On-going and end of year assessment in Year One

Key Stage One (KS1) Assessments For Parent's Evening

Greater depth	A child who is on track to exceed their age-related expectations. We predict that by the end of KS1 (Year 2) children should achieve all the statements in the 'Working at greater depth' standard.
Expected	A child who is on track to meet their age-related expectations. We predict that by the end of KS1 (Year 2) children should achieve all the statements in the 'Working at the expected standard' standard.
Support to reach Expected	A child who is not yet on track to meet their age-related expectations because they have some gaps in their learning. We predict that by the end of KS1 (Year 2), they should catch up and achieve all the statements in the 'Working at the expected standard' standard, with on-going support from home and school.
Working towards	A child who is not yet on track to meet their age-related expectations as they currently have many gaps in their learning. We predict that by the end of KS1 (Year 2), they should achieve all the statements in the 'Working towards the expected standard' standard. Additional support from school and home is needed.
ITP (individualised target plan)	A child who is not on track to meet their age-related expectations. Their progress is measured in smaller steps and preparing at a pre-key stage level with significant support in school. We predict that by the end of KS1 (Year 2), they may achieve some, but not achieve all of the statements in the 'Working towards the expected standard' standard.

The end of Key Stage One (Year 2) standards mentioned above can be found in this Government Guidance by scanning the QR code.



Reading Writing Maths

- Greater Depth
- Working at expected standard
- Just below
- Well below (ITP -individualised target plan)

Reading – Expected Standard

- Can read aloud accurately books that are consistent with their developing phonic knowledge expected in Year One (a Rhino Reader 5C book).
- Develops pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Reading – Expected Standard

English - Reading

Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Can read accurately by blending sounds in unfamiliar words.

Can read most year one common exception words (tricky words that cannot be sounded out).

Can read aloud accurately books that are consistent with their developing phonic knowledge expected in Year One (a Rhino Reader 5C book).

Develops pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Develops pleasure in reading by becoming very familiar with the Year One taught texts.

Understands books they read or hear by checking that the text makes sense to them as they read.

Understands books they read or hear by correcting inaccurate reading as they read.

Understands books they read or hear by discussing the significance of the title and events.

Understands books they read or hear by predicting what might happen on the basis of what has been read so far.

Writing – Expected Standard

- Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place.
- Can spell words containing each of the 40+ phonemes already taught.
- Is beginning to punctuate sentences using a capital letter and a full stop.

Writing – Expected Standard

English - Writing

Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

Can write and sequence sentences to form short narratives.

Can re-read what has been written to check that it makes sense.

Can spell words containing each of the 40+ phonemes already taught.

Can spell most Year One common exception words (tricky words that cannot be sounded out).

Can write from memory simple sentences dictated by the teacher that include words using the grapheme phoneme correspondences and common exception words taught so far.

Is beginning to punctuate sentences using a capital letter and a full stop.

Mathematics – Expected

Standard

- Can partition numbers into tens and ones up to 50.
- Can recall, from memory, addition and subtraction facts within 10.
- Can count in multiples of twos, fives and tens.

Mathematics – Expected

Mathematics

Can count within 100, forwards and backwards, beginning with 0 or one, or from any given number.

Can partition numbers into tens and ones up to 50.

Can recall, from memory, addition and subtraction facts within 10.

Can count, read and write numbers to 100 in digits.

Can count in multiples of twos, fives and tens.

When given a number, can identify one more and one less.

Can represent and use number bonds and related subtraction facts within 20.

Can recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Can solve practical problems for length and height.

Can solve practical problems for mass and weight.

Can solve practical problems for capacity and volume.

Can recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.

Can recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.

White Rose Assessments

Autumn progress check

Year 1

Mathematics

Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
Teacher						

3 $6 + \square = 10$

1 mark

4 1 less than 8 is

Autumn progress check

Year 1

Mathematics

Paper 2: reasoning and problem solving

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
Teacher						

13 Work out the missing number.

2 Circle the cube.



$$\text{circle} + \text{circle} = 10$$

$$\text{triangle} + \text{triangle} = 8$$

$$\text{circle} + \text{triangle} = \square$$

Phonics - Did You

The English language has:
Know...?

26 letters



44 sounds

over 100 ways to spell those sounds



It is one of the most complex languages to learn to read and spell.

The 'ay' sound

way make
fail great
sleigh lady



Jargon Buster!

phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme.



Jargon Buster!

digraph – two letters that make one sound d ay ch i ck

split digraph – two letters, which work as a pair to make one sound, but are separated by a consonant c a k e
ch i m e

trigraph – three letters that make one sound h ear
l igh t



Jargon Buster!

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. ‘frog, f – r – o – g’

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’



What is Phonics in

Reading and writing.

school?

Correspondence between sounds and the graphemes



Department
for Education

Guidance

Choosing a phonics teaching programme

Updated 10 March 2023

Applies to England

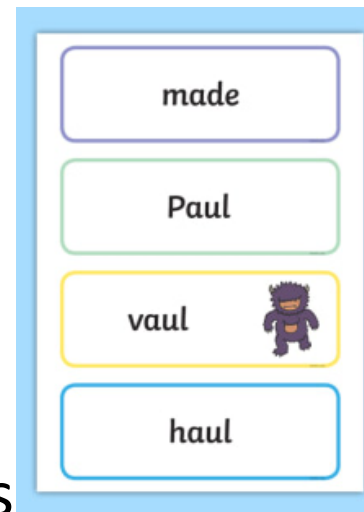
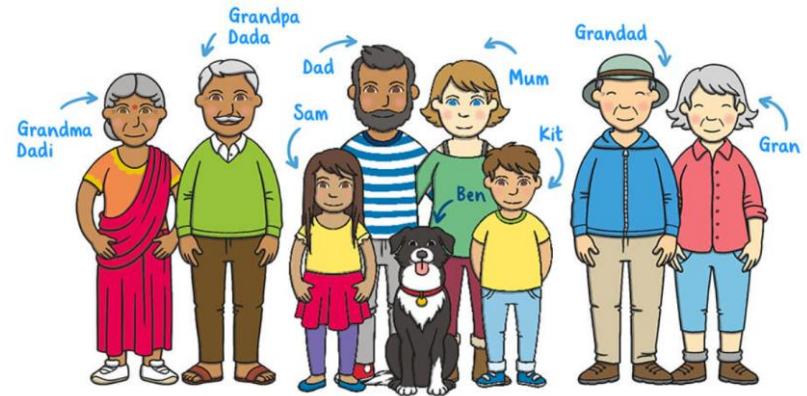
[How to pronounce pure sounds - Twinkl Phonics](#)

Twinkl Phonics



Phonics In Year One

- Children have 30 minutes of streamed daily phonics teaching following the DfE validated Twinkl Phonics Scheme.


























- Additional 20 minutes of class

Twinkl Phonics

Level 1

Level 2

Level 2 Sounds

s 	a 	t 	p 	i 	n 	m 	d 	g 	o 	c 	k 
ck 	e 	u 	r 	h 	b 	f 	l 	ff 	ll 	ss 	

Twinkl Phonics

Level 3

Level 3 Sounds





















j 	v 	w 	x 	y 	z 	zz 	qu 	ch 	sh 	th 	th 	ng 	ai 
ee 	igh 	oa 	oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	air 	ure 	er 

Level 4

Twinkl Phonics

Level 5

Level 5 Sounds

ay  pr <u>ay</u>	oy  bo <u>oy</u>	ie  ti <u>ie</u>	ea  lea <u>ea</u>	a_e  ca <u>ake</u>	i_e  slid <u>e</u>	o_e  bo <u>one</u>	u_e  cu <u>be</u>	u_e  flu <u>te</u>	e_e  trape <u>ze</u>	ou  mou <u>th</u>	a  a <u>corn</u>	e  e <u>qual</u>
i  li <u>on</u>	o  ho <u>tel</u>	u  uni <u>corn</u>	ch  che <u>f</u>	ch  Chri <u>stmas</u>	ir  gi <u>rl</u>	ue  statu <u>e</u>	ue  glu <u>e</u>	y  sun <u>ny</u>	aw  sa <u>w</u>	au  autu <u>mn</u>	ow  windo <u>w</u>	oe  to <u>e</u>
wh  wh <u>eel</u>	c  ci <u>ty</u>	g  ge <u>m</u>	ph  dolphi <u>n</u>	ea  brea <u>d</u>	ie  shie <u>ld</u>	tch  wit <u>ch</u>	are  ba <u>re</u>	ear  pea <u>r</u>	ore  co <u>re</u>	ew  scre <u>w</u>	ew  ste <u>w</u>	

[Twinkl Phonics Level 5 GPCs: Pure Sounds, Actions and Mnemonics \(youtube.com\)](https://www.youtube.com/watch?v=...)

Segmenting and blending

shop

Segmenting and blending

check

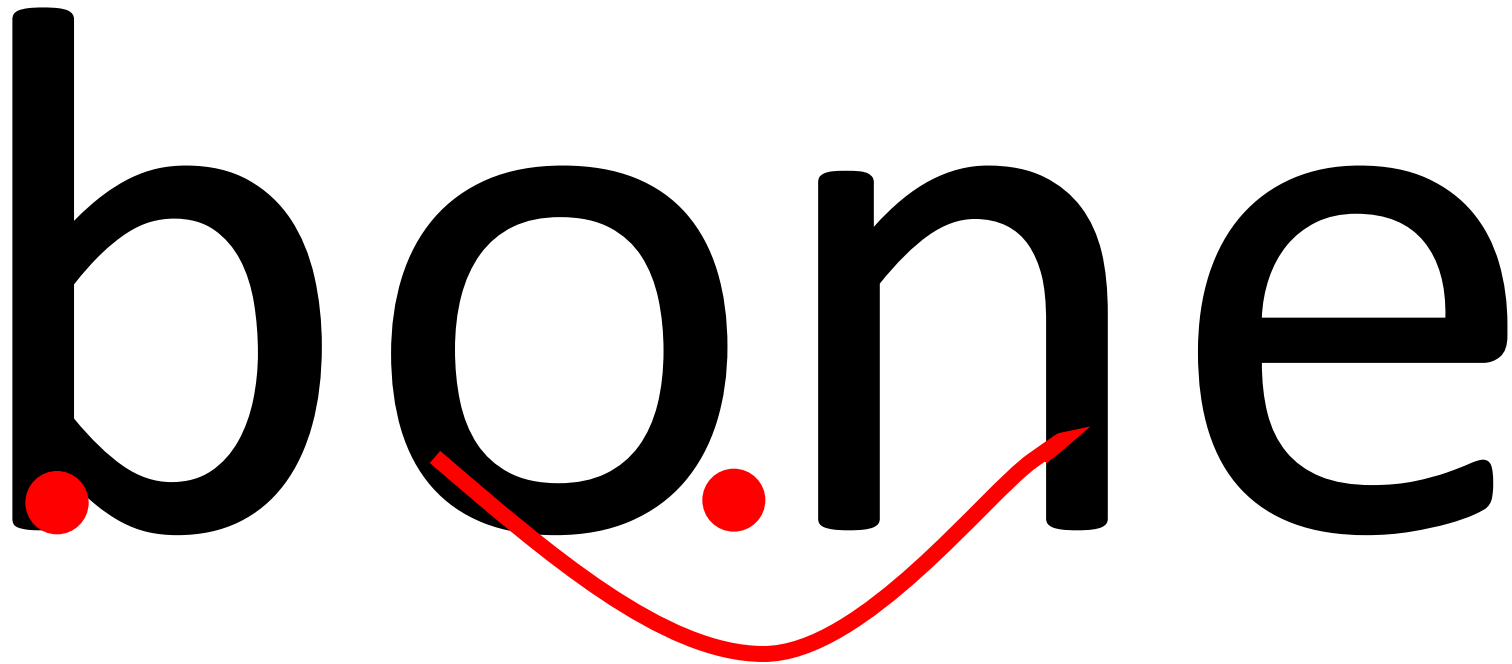
Segmenting and blending

straw



Segmenting and blending

bone

The word "bone" is written in a large, black, sans-serif font. Two red dots are placed at the bottom of the first 'b' and the first 'o'. A red curved line starts at the bottom of the 'o', goes down and then up, ending at the bottom of the 'n'. This line likely represents a blending path or a segment of the word.


Tricky/Common Exception

Words

Level 2 Tricky Words

I the go

no to




Tricky Words

he my we

me be you

was all she

they here are



Level 4 Tricky Words

said have like so

do some come

little one

there were what

out when



Level 5 Common Exception Words

said	have	some	were	little
so	like	come	there	one
do	what	should	want	Mr
when	could	would	their	Mrs
love	people	asked	water	who
your	looked	called	where	why
thought	work	many	because	any
through	house	laughed	different	eye
friend	once	live	Monday	Wednesday
also	please	coming	Tuesday	brother
more	January	April	scissors	beautiful
before	February	July	castle	treasure

Level 6 Common Exception Words

door	bought	autumn	know	other	talk
floor	favourite	gone	colour	does	two
four	world	poor	break	busy	whole
eight	work	great	steak	clothes	listen
build	delicious	learn	famous	pretty	England
earth	fruit	search	shoe	neighbour	tongue
group	heart	special	aunt	prove	hour
country	dangerous	enough	father	improve	move
sure	half	straight	caught	journey	heard
sugar	quarter	touch	daughter	area	early

Reading in school

Children read in school every day!

- Reading time during both daily phonics sessions
- Reading across the curriculum

Timetabled 1:1 reading time for

- Child reads a Rhino Reader Book
- Matched reading book sent home



The Phonics Screening

• **Check** During June, every Year 1 child in the country will be taking a statutory phonics screening check.

- It must take place in school between **Monday 8th to Friday 12th June 2026.**
- The check is very similar to tasks the children already complete during phonic lessons and has been designed so that children of all abilities will be able to take part.
- The focus of the check is to provide evidence of children's

The Phonics Screening

- **Check** Children will be told if the word is a real or 'alien' word. The pseudo word will be put into context by having a corresponding alien image. The children will be asked to read the alien's name or alien word.
- Children are taught to read the word by breaking the graphemes into sounds (phonemes) that they then blend to read the word e.g. s-t-a-r-t = start
- Children draw sound buttons!

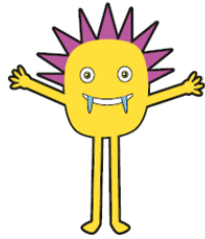
straw



The Phonics Screening

- **Check** The check will consist of 40 words, that include 20 real words and 20 non-words (alien/pseudo words)

sut



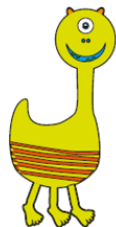
plug

yad



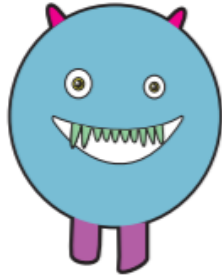
sweep

dop



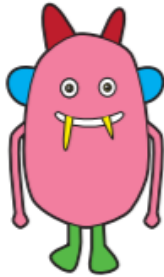
soft

meast



modern

waib



saucers

zome



charming

The Phonics Screening

- **Check** The children will complete the check one to one in a quiet area of the school.
- We are not permitted to indicate to the children whether they have correctly sounded out and or blended the word.
- There is no time limit, and the check is designed not to be stressful for the children.

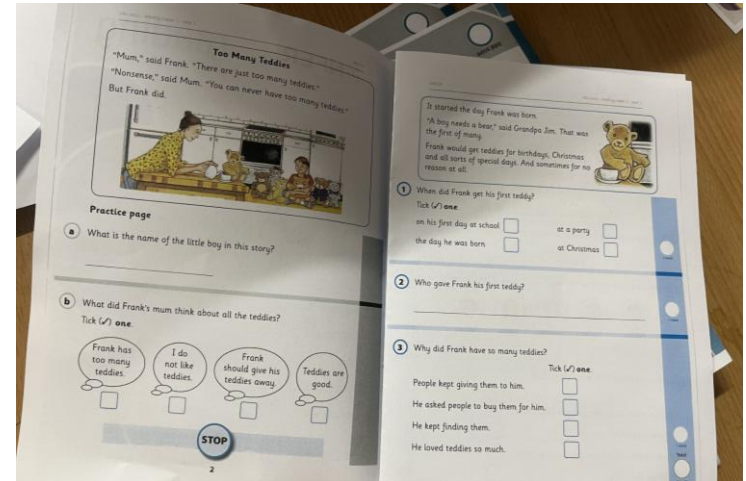
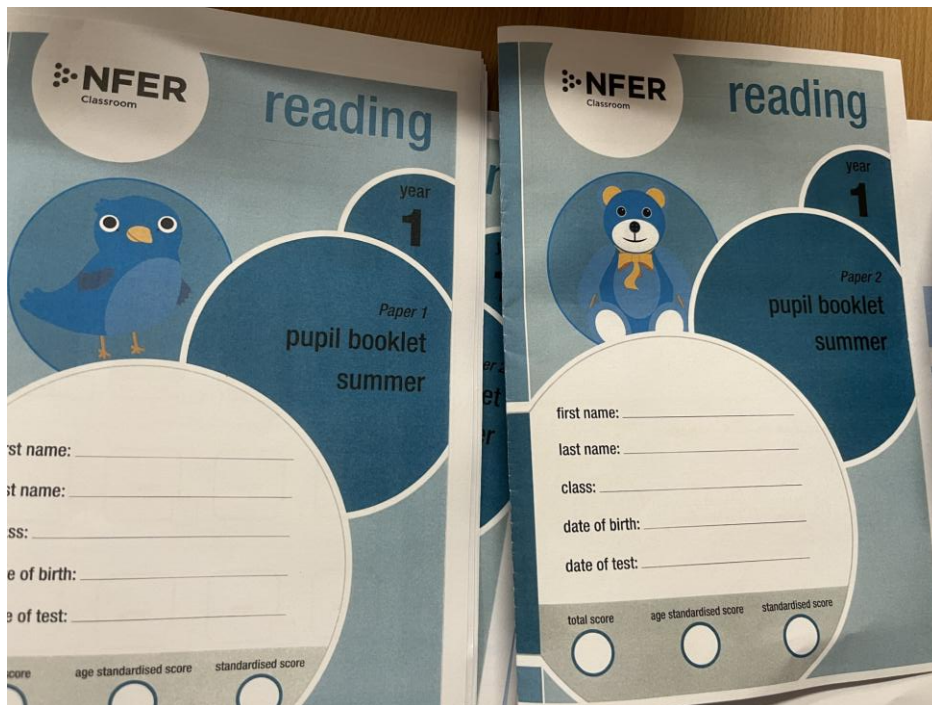
http://www.youtube.com/watch?v=IPJ_ZEBh1B



- Children will be scored against a national standard (*32/40 pass rate last year, but this may change*).
- The results of each check will be sent to the Local Authority who then submit the results to the Department for Education.
- In July, we will inform you of your child's score and whether they have achieved the national standard for reading.

- Children's reading develops at different rates and if your child does not achieve the national standard, further support will be implemented this year and going into Year 2.
- Re-takes of the screening check for these children will take place in Year 2.

NFER Reading papers



Summer 2

How can you help?

- Revise the Level 2, 3 and 5 graphemes and tricky words at home with your child using the phonic reading records.
- Continue to read your child's banded book to support their phonic development – little and often!

How can you help?

- Practise reading real and nonsense words.
- Help your child to use their phonic knowledge to 'make up' pseudo (nonsense) words using single letters, digraphs and trigraphs.
- Use online games on the websites to read real and pseudo words encouraging your child to say the sounds aloud and then blend them together to read the word.

Don't forget!

- Read favourite books
- Talk about what you read
- Listen to stories
- Range of texts – Fiction, Non-Fiction, Comics and Poems



Don't forget!


● Model model model!!!!!! My turn


your turn


- Segmenting and blending
- Tricky words
- Making mistakes and self correcting

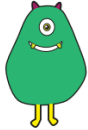
Resources to look at

Section 2

blenk 

froast 

scrup 

sprace 

Past Phonics
Screening Check
Assessments




End of Year One
expected standard
books.

Tick the card that shows the number 9

six four
seven nine

How many apples are there?



There are apples.

Circle the greatest number.

5 7 1 6


Complete the number track.

8	7	6			
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Year One end of
block Maths
Quizzes

Wk Beginning 17.6.24
Innovating my Rainbow Fish Story

Writing Checklist



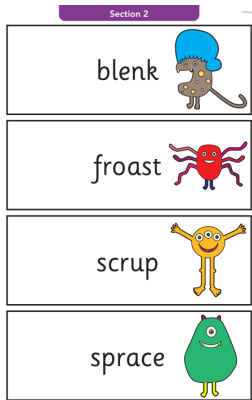
Once upon a time there was a bear called Furry. He had sticky, shiny honey. First a slimy, green snail asked for a bit of his honey but Furry said no! Next a big, kind cat asked for a bit of his honey but Furry said no! After that a yellow,

End of Year One
Expected Standard
Writing examples

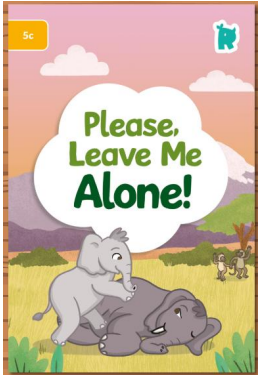
Any questions?



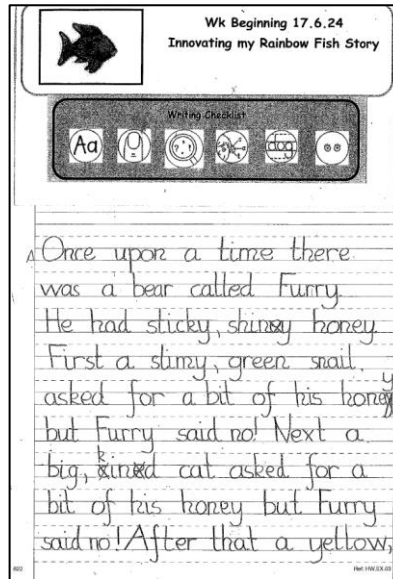
Thank you for listening!



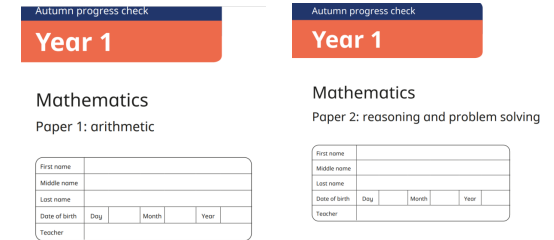
Past Phonics
Screening Check
Assessments



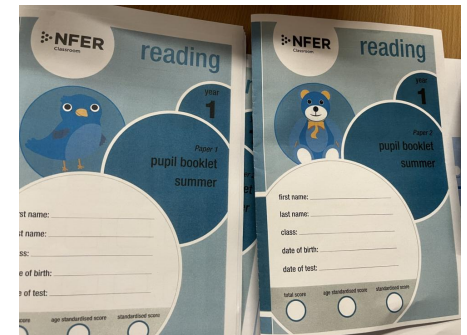
End of Year One
expected standard
books.



End of Year One
Expected Standard
Writing examples



Year One White
Rose assessments



Summer 1 NFER
assessments

Thank you for listening!