

# Pupil Passport

Name:

**Maths**  
Flexible use of addition and subtraction strategies, including number line, counting back, counting on, and drawing visuals.

EBI: Practise using learned addition and subtraction strategies (number lines, drawing pictures, counting back or counting on) with numbers greater than 10 to keep progressing.

Progress

**Reading**  
Effective use of learned phonics sounds and spellings to break apart words (Fred Talk) before blending together in order to read simple sentences.

EBI: Practise reading with greater fluency by rereading stories and paying attention to voice and feeling.

Progress

**Writing**  
Excellent use of the basics of sentences (capital letters, finger spaces, and full stops) to write simple sentences.

EBI: Practise expanding sentences with adjectives or connectives (so, and, but) in order to make more complex sentences.

Progress

**Attitude to Learning**  
Excellent enthusiasm about learning and trying new things, including showing resilience when something is difficult to understand.

EBI: Practise checking over your work to make sure you've completed everything and maybe even finding places to expand or add more to challenge yourself.

**Foundation Subjects: History**  
Solid understanding of different toys that were used in the past versus the present.

EBI: Practise looking at old and new versions of toys to notice what is the same and what is different.

Progress

**Science**  
Making progress to use learned vocabulary to describe the physical properties of everyday materials.

EBI: Practise finding objects and using physical properties to describe it (hard, soft, rigid, flexible, bendy, rough, smooth, transparent, opaque) in order to solidify vocabulary knowledge.

Progress

**Attendance**  
Number Lates: 0  
Number Unauthorised: 0  
Number Ill: 0

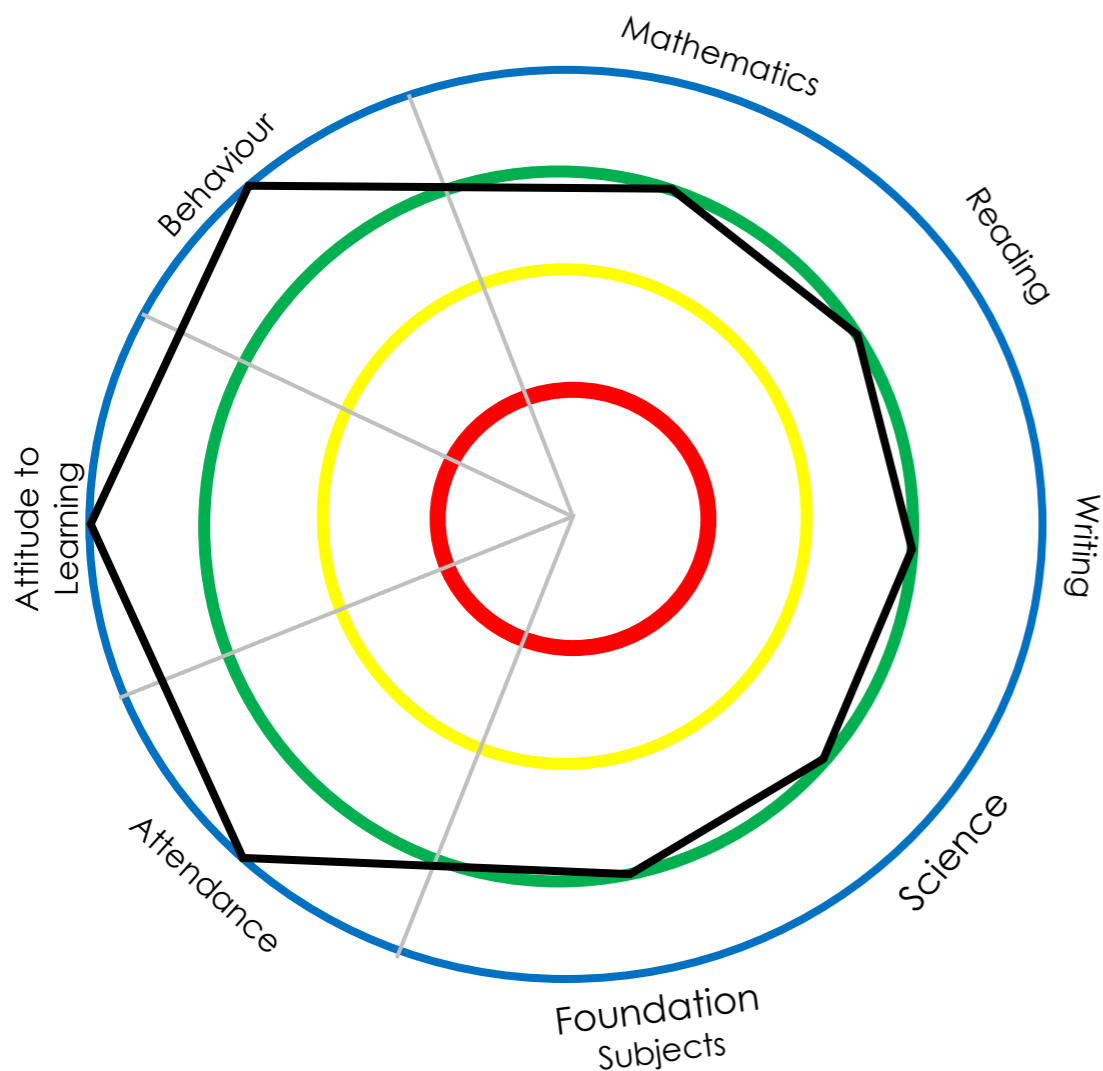
EBI: n/a

Current %  
**100%**

**Behaviour**  
Number Behaviour: 0  
Number Positive: 2  
Support plan in place? No

Very respectful to all children and adults. Welcoming to all and supportive of others' learning and happiness!

EBI: Practise finding more ways to help others and spread kindness.



**Additional Comments:**

\_\_\_\_\_ has settled well into Year 1. She is working very hard to learn in every single subject and is a role model for behaviour. She is especially friendly to all members of our class.

**What am I reading now?**  
**Class Favourite Books:**  
*The Gruffalo*  
*Ruby's Worry*  
*Odd One Out*  
*Giraffe's Can't Dance*

**What will I read next?**  
*I Love You Blue Kangaroo*  
*Oi Dog!*  
*Owl Moon*

	Curriculum Subjects	Attendance	Behaviour Expectations	Attitude to Learning
	Working <b>Below the expected level</b> for your child's age	Below 90%	Across a range of subjects, I find it hard to make the right choices and follow the school rules.	I do not try my best in a range of subjects. Often I complete little work. I do not work hard to improve across the curriculum.
	Working <b>Towards the Expected Level</b> for your child's age	90-95%	In some subjects I find it hard to make the right choices and follow the school rules.	I could work a little harder in my subjects. Often I don't ask for help and do not complete a satisfactory amount of work. At times I demonstrate a growth mindset with support and prompts.
	Working <b>At Expected Level</b> for your child's age	95-97%	I make appropriate choices and follow the school rules whilst I am in school.	I work hard in all my subjects. I normally ask for help when I am stuck and in most subjects try my hardest to improve.
	Working at <b>Greater Depth</b> for your child's age	97-100%	My behaviour is exemplary, I always follow the school rules and strive to improve my behaviour in order for it to support my learning and progress.	I try my hardest in all of my subjects. I ask for help when I am stuck and continually strive to improve.

\***Bolded statements have been taught and reviewed this term.**

	Reading	Writing	Maths
Year 1	<ul style="list-style-type: none"> <li>• <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</b></li> <li>• <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write words containing each of the 40+ phonemes already taught</b></li> <li>• <b>Write from memory simple sentences dictated by the teacher</b></li> <li>• Spell the days of the week</li> <li>• <b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what has been written to check it makes sense</li> <li>• <b>Leave spaces between words</b></li> <li>• Use joining words and joining clauses like 'and'</li> <li>• <b>Punctuate sentences using a capital letter and a full stop</b></li> <li>• Using a capital letter for names of people, places, the days of the week</li> <li>• Using a capital letter for the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 100</li> <li>• Count in multiples of twos, fives and tens</li> <li>• <b>Represent (including symbols) and use number bonds and related subtraction facts within 10</b></li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>• Lengths and heights (long/short, double/half)</li> <li>• Mass/weight (heavy/light)</li> <li>• Capacity and volume (full/empty)</li> <li>• Time (quicker, slower, earlier, later)</li> </ul> </li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• Recognise and name common 2-D and 3D shapes</li> </ul>