

KS1 Teacher Assessment Framework

Your guide to navigating changes to the KS1 Teacher Assessment Framework for 2018–2019

Bold = new content or specifications
Italics = discontinued content

Working towards the expected standard

Strand	2018-19 TAF	ITAF
1	The pupil can read and write numbers in numerals up to 100.	The pupil can read and write numbers correctly in numerals up to 100 (e.g. <i>can write the numbers 14 and 41 correctly</i>).
2	The pupil can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (for example, base 10 apparatus).	The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. <i>by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$</i>).
3	The pupil can add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$).	The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can <i>demonstrate their method using concrete apparatus or pictorial representations</i> .
4	The pupil can recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) (Key number bonds to 10 are: $0+10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$) .	The pupil can use number bonds and <i>related subtraction facts within 20</i> (e.g. $18 = 9 + ?$; $15 = 6 + ?$).
5	The pupil can count in twos, fives and tens from 0 and use this to solve problems.	The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
6	The pupil can know the value of different coins.	<i>The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).</i>
7	The pupil can name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected standard

Strand	2018-19 TAF	ITAF
1	<p>The pupil can read scales* in divisions of ones, twos, fives and tens (the scale can be in the form of a number line, a practical situation or a graph axis.)</p> <p>*The scale can be in the form of a number line or a practical measuring situation.</p>	<p>The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</p>
2	<p>The pupil can partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</p>	<p>The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. <i>23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones</i>).</p>
3	<p>The pupil can add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).</p>	<p>The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.</p>
4	<p>The pupil can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).</p>	<p><i>The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).</i></p>
5	<p>The pupil can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</p>	<p>The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. <i>knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins</i>).</p>
6	<p>The pupil can identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.</p>	<p>The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.</p>
7	<p>The pupil can use different coins to make the same amount.</p>	<p>The pupil can use different coins to make the same amount (e.g. <i>pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note</i>).</p>
8	<p>The pupil can read the time on a clock to the nearest 15 minutes.</p>	<p>The pupil can read the time on the clock to the nearest 15 minutes.</p>
9	<p>The pupil can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</p>	<p>The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</p>
10		<p><i>The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).</i></p>
11		<p><i>The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).</i></p>

Working at greater depth

Strand	2018-19 TAF	ITAF
1	The pupil can read scales where not all numbers on the scale are given and estimate points in between (The scale can be in the form of a number line , a practical situation or a graph axis).	The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
2	The pupil can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.	The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
3	The pupil can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.).	The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).
4	The pupil can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').	The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
5	The pupil can read the time on a clock to the nearest 5 minutes.	The pupil can read the time on the clock to the nearest 5 minutes.
6	The pupil can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).	The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can <i>describe what is different</i> about them).
7		<i>The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).</i>
8		<i>The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).</i>
9		<i>The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).</i>
10		<i>The pupil can find and compare fractions of amounts (e.g. $1/4$ of £20 = £5 and $1/2$ of £8 = £4 so $1/4$ of £20 is greater than $1/2$ of £8).</i>
11		<i>The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).</i>