



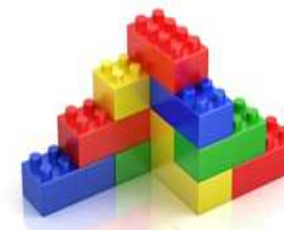
Examples of Year One Mathematics 'B' Building Block

Year One: I am working towards Building Block B1 in Mathematics	
Number – number and place value	
1	I can count to and across 50, forwards and backwards, beginning with 0 or 1
2	I can count to and across 50, forwards and backwards from any given number
3	I can count 50 in numerals
4	I can count in multiples of twos, fives and tens
5	I can say which number is one more or one less than any given number to 50
6	I can identify and represent numbers to 50 using objects and pictorial representations including the number line,
7	I can partition teen numbers
8	I can read and write numbers from 1 to 30 in numerals
9	I can read and write numbers from 1 to 10 in words.
Number – addition and subtraction	
10	I can use the symbols +, -, = to record addition and subtraction number sentences
11	I know addition facts for all numbers up to 10
12	I know subtraction facts for all numbers up to 10
13	I understand addition as counting on
14	I understand that addition can be done in any order
15	I understand subtraction as taking away, counting back or finding the difference
16	I can use objects to help solve practical problems
17	I can identify patterns of objects or numbers and continue it
Number – multiplication and division	
18	I can solve practical problems involving multiplication, by calculating the answer using concrete objects, pictorial representations
19	I can solve practical problems involving division, by calculating the answer using concrete objects, pictorial representations
Number –fractions	
20	I can recognise, find and name a half of an object or shape
21	I can recognise, find and name a half of a quantity

Year Three: I am working towards Building Block B3 in Writing	
Writing Composition	
1	I can use ideas from the texts I have read in class to help to plan my writing
2	I can use the structure and vocabulary from a text I have read in class to help to plan my writing
3	I can use a template to record my ideas when planning fiction, nonfiction and poetry writing
4	I can plan and orally rehearse what I want to write before writing it down
5	I can start my sentences in different ways to share my ideas when writing
6	I can use interesting words in my sentences to help the reader get a good picture of the characters and places I am describing
7	I try to group my ideas into 'sections' and try not to jump backwards and forwards with my ideas
8	When writing narratives, I make my beginnings interesting and my endings clear and try to use story language appropriate to the genre of story I am writing
9	When writing non-fiction, I try to ensure my writing matches what I have been asked to do
10	I can evaluate and edit my writing by assessing against the success criteria
11	I am beginning to edit my writing by taking on board suggested improvements
Vocabulary, Punctuation and Grammar	
12	I can use conjunctions with a greater confidence to join my clauses to extend my sentences
13	I can write consistently in the past and present tense
14	I can use the correct pronouns to organise and avoid repetition in my writing
15	I can use a range of conjunctions to join clauses in my sentences
16	I am beginning to use adverbs at the start of my sentences
17	I am beginning to use a possessive apostrophe to indicate possession
18	I am beginning to use inverted commas to show when someone is speaking
19	I can give examples of clauses in sentences
Spelling	
20	I can spell using most of the prefixes and suffixes I have been taught
21	I can spell most of the common exception words I have been taught
22	I can spell words using the possessive apostrophe with irregular plurals e.g. children's
23	I can use the first one or two letters of a word to check the spelling in the dictionary
24	I can spell using some of the rules I have been taught in year 3
25	I can write from memory the simple sentences my teacher tells me spelling most the words correctly, including most of the punctuation I have learnt so far
Handwriting and Presentation	
26	I can join my letters using the basic joins
27	My letter and digit formation is consistently accurate

DOSTHILL PRIMARY SCHOOL

Building Blocks Assessment



Learning at the heart, igniting possibility!

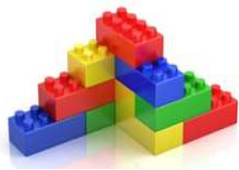


Building Blocks

As a school, we are now using a new approach to assessment called 'Building Blocks.' This has replaced the Classroom Monitor assessment mark books which many parents will be familiar with due to the online access to your child's colour coded mark book.

Building blocks is a much more child friendly approach as the key skills (known as sub blocks) are more streamlined than Classroom Monitor. This means that children can self assess their skills and progress which was not possible with Classroom Monitor. This ownership is already enabling children to talk about their personal targets more accurately and helping children to make better progress.

The 'Building Blocks' approach to assessment has been designed by an Outstanding School in Wolverhampton. All of the schools who are using this assessment system boast of the impact on learner progress and understanding due to the layering of key skills and the impact of learners being able to use the system and understand their personal targets.



How does the Building Block approach work?

At the moment, all children are working on 'Block B' for their year group. During the Spring term, children will begin to explore 'Block A.'



Children need to be secure with Block B which are the foundation skills before moving to 'Block A' (Age expectation).

We are currently using building blocks for reading, writing, mathematics, science and computing.

Teachers use the building blocks to structure planning. Gaps within the blocks are identified and taught which then leads to children making progress against the skills within the building block. (We call these sub-blocks). See example on the back of the leaflet.

On Friday, children will be given a set of building blocks for reading, writing and mathematics to bring home for you to read the key skills for 'Block B' and to talk to your child about which sub-blocks they feel secure with. You will see links to these through the home learning that the children receive. You might also want to work on any of the numbered sub-blocks that your child feels they want to target and improve.

Building Blocks—School and Home Links



At school, building blocks are placed in the front of childrens' books. Teachers date when children are demonstrating understanding and independent application of the sub-blocks. You will see the progress that your child is making towards these when children bring their books home. We will be sending books home more frequently this year (December, February, April, June) so that you can see your child's progress as the online tracking system isn't available with 'Building Blocks.' Books will be sent home for the first time on Friday 2nd December for you to talk through these with your child during the weekend. Please ensure that all books are returned by Monday 5th December.



Children with passports for learning may be working towards a different block depending on their needs.

If interest is high, there will also be a workshop **for parents/carers** later this term (date to be confirmed) to explain the assessment system in greater detail.