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Users should be fully aware that the DFE may change any element of their descriptors and guidance.  
This document was accurate at the date of publication.

# The national curriculum made easy: Implementing the primary national curriculum in reading, writing and mathematics

## Introduction

The purpose of this document is to help teachers and school leaders implement the primary national curriculum (which is statutory from September 2014) in reading, writing and mathematics. There are many materials and resources built around the new national curriculum – all of which have valid uses. This resource has been designed to be straight forward and help with immediate implementation.

Users should be fully aware that the Department for Education may change any element of the national curriculum descriptors. This document was wholly accurate at the date of publication – September 2014.

## How to use this publication

There are different elements to this resource which fit together. They are all designed to save time for school leaders and teachers. You may decide to pick and choose which work best for you. The resources are provided on the accompanying CD in Word format so that you can personalise and amend to suit your needs.

Part 1	Page 3	The requirements of the national curriculum <b>by subject and year group.</b>
Part 2	Page 18	The requirements of the national curriculum <b>by subject showing progression across year groups.</b>
Part 3	Page 40	<b>Key assessment criteria</b> for each year group in reading, writing and mathematics. This section is accompanied by basic excel spreadsheets which can be used for assessment.
Part 4	Page 59	<b>Information leaflets for parents.</b>

# Part 1

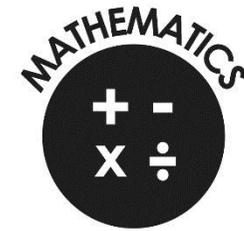
## The requirements of the national curriculum by subject and year group



Pages  
4 – 7



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8 -11



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# What the National Curriculum requires in reading at Y1

## Word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

Word reading

## Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding 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
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Comprehension

## What the National Curriculum requires in reading at Y2

### Word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Word reading

### Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Comprehension

# What the National Curriculum requires in reading at Y3 and Y4

## Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Word reading

## Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Comprehension

# What the National Curriculum requires in reading at Y5 and Y6

## Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.

Word reading

## Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Comprehension

## Writing - transcription

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]
- apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spelling

## Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting

## Writing - composition

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Composition

Vocabulary, grammar & punctuation

# What the National Curriculum requires in writing at Y2

## Writing - transcription

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spelling

## Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Handwriting

## Writing - composition

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Composition

Vocabulary,  
grammar &  
punctuation

## Writing - transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spelling

## Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Handwriting

## Writing - composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Composition

Vocabulary,  
grammar &  
punctuation

# What the National Curriculum requires in writing at Y5 and Y6

## Writing - transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Spelling

## Handwriting

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

Handwriting

## Writing - composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Composition

Vocabulary,  
grammar &  
punctuation

## Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

## Number – addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

## Number – multiplication and division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

## Number fractions

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

Number

## Measurement

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measurement

## Geometry – properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry

## Geometry – position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Number and place value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

## Number – addition and subtraction

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Number – multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## Fractions

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

Number

## Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Measurement

## Geometry – properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry

## Geometry – position and direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

## Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Statistics

# What the National Curriculum requires in mathematics at Y3

## Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

## Number – addition and subtraction

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

## Number – multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $75 + 71 = 76$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Number

## Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Measurement

## Geometry – properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Geometry

## Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Statistics

## Number and place value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## Number – addition and subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Number – multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

## Fractions, including decimals

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Number

## Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Measurement

## Geometry – properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry

## Geometry – position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

## Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Statistics

# What the National Curriculum requires in mathematics at Y5



## Number and place value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

## Number – addition and subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

## Number – multiplication and division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

## Fractions, including decimals and percentages

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

## Fractions, including decimals and percentages (continued)

- read and write decimal numbers as fractions [for example,  $0.71 = 71/100$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25.

## Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

## Geometry – properties of shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^\circ$ )
- identify:
  - angles at a point and one whole turn (total  $360^\circ$ )
  - angles at a point on a straight line and  $1/2$  turn (total  $180^\circ$ )
  - other multiples of  $90^\circ$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

## Geometry – position and direction

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

Number

Number

Measurement

Geometry

Statistics

## Number and place value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

## Number – addition, subtraction, multiplication and division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

## Fractions, including decimals and percentages

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Number

## Ratio and proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Ratio & proportion

## Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Algebra

## Measurement

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].

Measurement

## Geometry – properties of shapes

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry

## Geometry – position and direction

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

## Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Statistics

## Part 2

# The requirements of the national curriculum showing progression across year groups

The purpose of this section is to help teachers and school leaders quickly see progression in the national curriculum (2014).

The content is outlined by strand. This enables a quick view of the end of year expectations.  
These charts are useful for teachers when planning for differentiation and challenge.

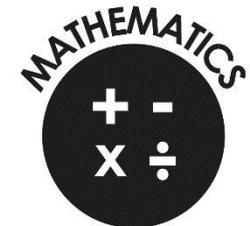
## English

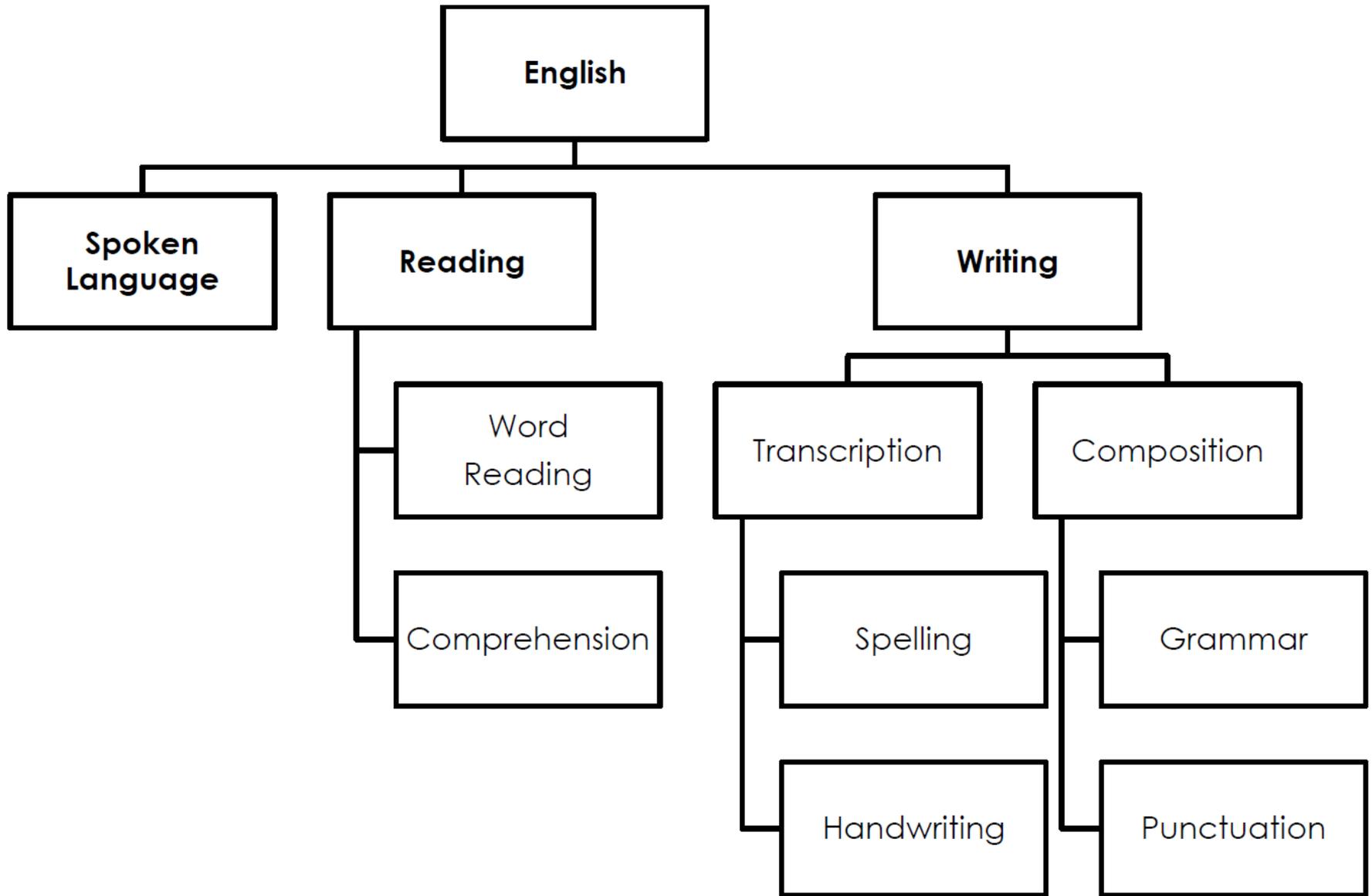
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Reading: Word reading

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. ELG</p> <p>Read some <b>common irregular words</b>. ELG</p>	Apply <b>phonic knowledge</b> & skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
	Read other <b>words of more than one syllable</b> that contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
	Read words with <b>contractions</b> , e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, <b>without overt sounding &amp; blending</b> , when they have been frequently encountered.				
	<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.				
	Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		



## Reading: Comprehension<sup>1</sup>

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop <b>pleasure</b> in reading, <b>motivation</b> to read, and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they have read by:	
	<b>Listening</b> to & <b>discussing</b> a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to, <b>discussing</b> & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to <b>read &amp; discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences					
		Discussing the <b>sequence of events</b> in books & how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly <b>familiar</b> with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with <b>predictable phrases</b>	Recognising simple <b>recurring literary language</b> in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that <b>capture the reader's interest</b> and imagination.			
			Identifying <b>themes &amp; conventions</b> in a wider range of books.		Identifying & discussing <b>themes &amp; conventions</b> in and across a wide range of writing.	
					Making <b>comparisons</b> within & across books.	
			Recognising some <b>different forms of poetry</b> (e.g. free verse, narrative poetry).			
	Learning to appreciate <b>rhymes &amp; poems</b> , and to recite some by heart	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of <b>poetry</b> by heart.	
					Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
		Being introduced to <b>non-fiction</b> books that are structured in different ways.				
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing & clarifying the <b>meaning of words</b> , linking new meanings to known vocabulary.				

## Reading: Comprehension<sup>2</sup>

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6	
<p>Read &amp; <b>understand</b> simple sentences. ELG</p> <p>Demonstrate <b>understanding</b> when talking to others about what they have read. ELG</p>	<p><b>Understand</b> both the <b>books they can already read accurately and fluently</b> and those they <b>listen to</b> by:</p>		<p><b>Understand</b> what they read, in <b>books they can read independently</b>, by</p>		<p><b>Understand</b> what they read by:</p>		
	<p>Drawing on <b>what they already know</b> or on background information &amp; vocab provided by the teacher.</p>	<p>Drawing on <b>what they already know</b> or on background information &amp; vocab provided by the teacher.</p>					
	<p>Checking that the text <b>makes sense</b> to them as they read &amp; correcting inaccurate reading.</p>	<p>Checking that the text <b>makes sense</b> to them as they read &amp; correcting inaccurate reading.</p>	<p>Checking that the text <b>makes sense</b> to them, discussing their understanding &amp; explaining the meaning of the words in context.</p>			<p>Checking that the book <b>makes sense</b> to them, discussing their understanding &amp; exploring the meaning of the words in context.</p>	
	<p>Discussing the significance of the title &amp; events</p>						
	<p>Making <b>inferences</b> on the basis of what is being said &amp; done</p>	<p>Making <b>inferences</b> on the basis of what is being said &amp; done</p>	<p>Drawing <b>inferences</b> such as inferring characters' feelings, thoughts &amp; motives from their actions, &amp; justifying inferences with evidence</p>			<p>Drawing <b>inferences</b> such as inferring characters' feelings, thoughts &amp; motives from their actions, and justifying inferences with evidence.</p>	
	<p><b>Predicting</b> what might happen on the basis of what has been read so far</p>	<p><b>Predicting</b> what might happen on the basis of what has been read so far</p>	<p><b>Predicting</b> what might happen from details stated &amp; implied</p>			<p><b>Predicting</b> what might happen from details stated and implied.</p>	
		<p>Answering &amp; asking <b>questions</b></p>	<p>Asking <b>questions</b> to improve their understanding of the text.</p>			<p>Asking <b>questions</b> to improve their understanding.</p>	
						<p>Provide reasoned justifications for their views.</p>	
						<p>Discuss &amp; evaluate how authors <b>use language</b>, including figurative language, considering the impact on the reader.</p>	
				<p>Identifying <b>main ideas</b> drawn from more than one paragraphs &amp; summarise these.</p>		<p>Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details that support the main ideas.</p>	
				<p>Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.</p>		<p>Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.</p>	
				<p>Retrieve &amp; record information from non-fiction..</p>		<p>Retrieve, record &amp; present information from <b>non-fiction</b>.</p>	
						<p>Distinguish between statements of <b>fact &amp; opinion</b>.</p>	
	<p>Participate in <b>discussion</b> about what is read to them, taking turns &amp; listening to what others say.</p>	<p>Participate in <b>discussion</b> about books, poems &amp; other words that are read to them &amp; those that they can read for themselves, taking turns &amp; listening to what others say.</p>	<p>Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, taking turns &amp; listening to what others say.</p>		<p>Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, building on their own &amp; others' ideas &amp; challenging views courteously.</p>		
	<p>Explain clearly their <b>understanding</b> of what is read to them.</p>	<p>Explain &amp; discuss their <b>understanding</b> of books, poems &amp; other material, both those that they listen to &amp; those that they read for themselves.</p>			<p>Explain &amp; discuss their <b>understanding</b> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>		



**Writing: Handwriting**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Sit correctly at table, holding pencil comfortably and correctly.					
	Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place.	Form <b>lower-case</b> letters of the correct size relative to one another.				
		Start using some of the diagonal & horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal & horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.			
	Form <b>capital letters</b> .	Write <b>capitals</b> of the correct size, orientation and relationship to one another and to lower case letters.				
		Use <b>spacing</b> between words that reflects the size of the letters.				
	Form <b>digits</b> 0 – 9.	Write <b>digits</b> of the correct size and orientation.				
	Understand which letters belong to which handwriting ' <b>families</b> ' and practise these.					
			Increase the <b>legibility</b> , <b>consistency</b> and <b>quality</b> of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write <b>legibly</b> , <b>fluently</b> , with increasing <b>speed</b> by:		
				<ul style="list-style-type: none"> <li>- choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for the task</li> </ul>		



Writing: punctuation & grammar						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]	<p><u>Sentence structure</u> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>sentences</b> using <i>and</i>.</p>	<p><u>Sentence structure</u> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, or but</i>).</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. the blue butterfly).</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></p>	<p><u>Sentence structure</u> Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>) or <b>prepositions</b> (e.g. <i>before, after, during, in because</i>)</p>	<p><u>Sentence structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p><b>Fronted adverbials</b> (e.g. <i>Later that day, I heard bad news</i>).</p>	<p><u>Sentence structure</u> <b>Relative clauses</b> beginning with <i>who, which, where, why, whose</i>.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence structure</u> Use of the <b>passive voice</b> to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing <b>sentences</b> to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to <b>paragraphs</b> as a way to group related material.</p> <p><b>Headings &amp; sub-headings</b> to aid presentations</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p><u>Text structure</u> Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast</i>) and <b>ellipsis</b>.</p> <p><b>Layout devices</b>, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
	<p><u>Punctuation</u> Separation of words with <b>spaces</b>.</p> <p>Introduction to <b>capital letters, full stops, question marks &amp; exclamation marks</b> to demarcate sentences.</p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p>	<p><u>Punctuation</u> Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to <b>inverted commas</b> to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p><u>Punctuation</u> <b>Brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses.</p> <p>Use of the <b>colon</b> to introduce a list and use of <b>semi-colon</b> within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o letter, capital letter</li> <li>o word, singular, plural</li> <li>o sentence</li> <li>o punctuation, full stop, question mark, exclamation mark</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o noun, noun phrase</li> <li>o statement, question, exclamation, command</li> <li>o compound, suffix</li> <li>o adjective, adverb, verb</li> <li>o tense (past, present)</li> <li>o apostrophe, comma</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o preposition, conjunction</li> <li>o word family, prefix</li> <li>o clause, subordinate clause,</li> <li>o direct speech</li> <li>o consonant, consonant letter vowel, vowel letter</li> <li>o inverted commas (or 'speech marks')</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o determiner</li> <li>o pronoun, possessive pronoun</li> <li>o adverbial</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o modal verb, relative pronoun</li> <li>o relative clause</li> <li>o parenthesis, bracket, dash</li> <li>o cohesion, ambiguity</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>o subject, object</li> <li>o active, passive</li> <li>o synonym, antonym</li> <li>o ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>

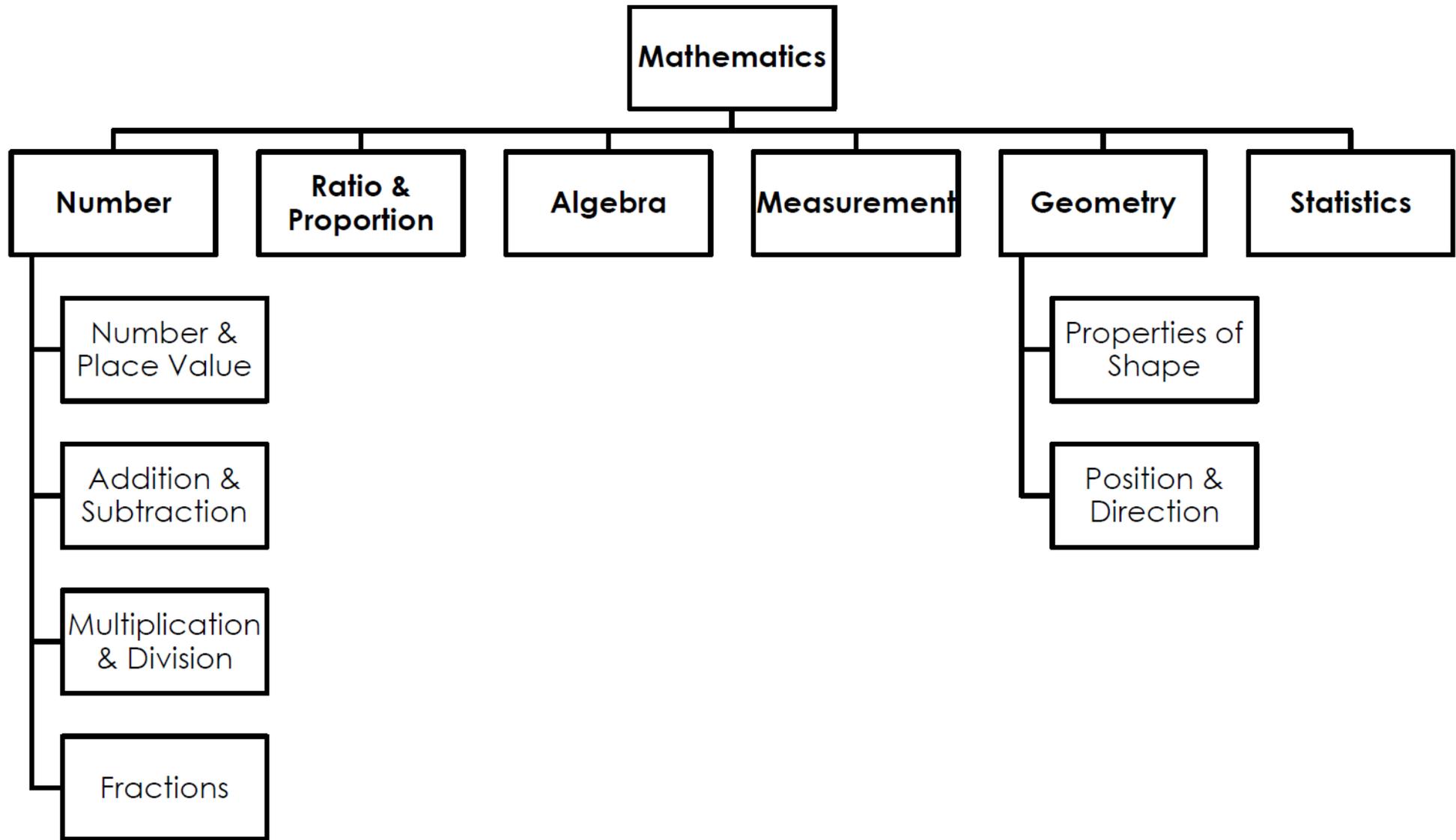
Writing: composition						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]		Develop <b>positive attitudes</b> towards & <b>stamina</b> for writing by writing: <ul style="list-style-type: none"> <li>- narratives about personal experiences and those of others (real and fictional)</li> <li>- about real events</li> <li>- poetry</li> <li>- for different purposes</li> </ul>				
	<b>Plan writing</b> Say out loud what they are going to write about	<b>Plan writing</b> Plan or say out loud what they are going to write about  Write idea and/or key words including new vocab.	<b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.		<b>Plan writing</b> <ul style="list-style-type: none"> <li>- Identify audience and purpose, selecting appropriate form and use other similar writing as model</li> <li>- Note and develop initial ideas, drawing on reading &amp; research where necessary</li> <li>- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to &amp; seen performed</li> </ul>	
	<b>Drafting and writing</b> Compose a sentence orally before writing.		<b>Drafting and writing</b> <b>Compose &amp; rehearse sentences orally</b> (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.		<b>Drafting and writing</b> Select appropriate grammar and vocab, <b>understanding how such choices can change and enhance meaning</b>	
	Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence</b> .	Organise <b>paragraphs</b> around a theme		Use a wide range of devices to build cohesion within and across <b>paragraphs</b> .	
			In <b>narratives</b> , create settings, characters & plot		In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	
			In <b>non-narrative</b> material, use simple organisational devices such as headings and sub-headings		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	
		Make <b>additions, revision and corrections</b> to their own writing by: <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher or other pupils</li> <li>- Re-reading to check it makes sense and that verbs to indicate time are used correctly &amp; consistently, incl verbs in the continuous form</li> </ul>	<b>Evaluate &amp; edit:</b> <ul style="list-style-type: none"> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to grammar &amp; vocab to improve consistency, including the accurate use of pronouns in sentences</li> </ul>		<b>Evaluate &amp; edit:</b> <ul style="list-style-type: none"> <li>- Assess the effectiveness of their own and others' writing</li> <li>- Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning</li> <li>- Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	
	<b>Re-read</b> what they have written to check that it makes sense	<b>Proof read</b> to check for errors in spelling, grammar and punctuation	<b>Proof read</b> for spelling and punctuation errors.		<b>Proof read</b> for spelling and punctuation errors.	
	<b>Discuss</b> what they have written with the teacher or other pupils.  <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		<b>Perform</b> their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

**Writing: Spelling**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to write words in ways which match spoken sounds. ELG.</p> <p>Some words are spelt correctly and others are <b>phonetically plausible</b>. ELG</p> <p>Write some common <b>irregular</b> words. ELG</p>	Spell words containing each of the 40+ <b>phonemes</b> already taught	Spell by segmenting words into <b>phonemes</b> and representing these by graphemes, spelling many correctly				
		Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.				
	Spell common <b>exception words</b>	Spell common <b>exception words</b>				
		Spell more words with <b>contracted</b> forms				
		Distinguish between <b>homophones</b> and near homophones	Spell further <b>homophones</b>		Continue to distinguish between <b>homophones</b> and other words which are often confused.	
	Spell <b>days</b> of the week					
				Spell words that are often misspelt.*		
	Name the letters of the <b>alphabet</b> : - name in order - use letter names to distinguish between alternative spellings of same sound			Use the first two or three letters of a word to check its spelling in a <b>dictionary</b>	Use the first three or four letters of a word to check spelling, meaning or both of these in a <b>dictionary</b> .  Use <b>dictionaries</b> to check the spelling and meaning of words.  Use a <b>thesaurus</b> .	
	Add <b>prefixes &amp; suffixes</b> : - -s or -es - un- - -ing, -ed, -er and -est (where no change is needed in the spelling of the root words)	Add <b>suffixes</b> to spell longer words: -ment, -ness, -ful, -less & -ly.	Use further <b>prefixes &amp; suffixes</b> and understand how to add them.*		Use further <b>prefixes &amp; suffixes</b> and understand the guidance for adding them	
	<b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write <b>from memory</b> simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.			
	Spell by learning the possessive apostrophe (singular).	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.				
				Spell words with <b>silent letters</b>		
				Use knowledge of <b>morphology &amp; etymology</b> in spelling and understand that the spelling of some words needs to be learnt specifically.*		

\*See appendix 1 of National Curriculum for further detail.





## Number, place value & rounding

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<b>Count</b> reliably with numbers from 1 – 20.	<b>Count</b> to and across 100, forward & backwards, beginning with 0 or 1, or from any given number.			<b>Count</b> backwards through zero to include negative numbers.	<b>Count</b> forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	
					Interpret <b>negative numbers</b> in context, count forwards and backwards with positive and negative whole numbers, including through zero.	Use <b>negative numbers</b> in context, & calculate intervals across zero.
	Count in <b>multiples</b> including 2s, 5s, and 10s.	Count in <b>steps</b> of 2, 3 & 5 from 0, and in tens from any number, forward & backward.	Count from 0 in <b>multiples</b> of 4, 8, 50 & 100.	Count in <b>multiples</b> of 6, 7, 9, 25 & 1000.		
Say which is 1 <b>more</b> or 1 <b>less</b> than a given number (to 20).	Given a number, identify 1 <b>more</b> and 1 <b>less</b> .		Find 10 or 100 <b>more</b> or <b>less</b> than a given number.	Find 1000 <b>more</b> or <b>less</b> than a given number.		
	<b>Identify and represent</b> numbers using concrete objects and pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least.	<b>Identify, represent &amp; estimate</b> numbers using different representations, incl the number line.	<b>Identify, represent &amp; estimate</b> numbers using different representations.	<b>Identify, represent &amp; estimate</b> numbers using different representations.		
	<b>Read &amp; write</b> numbers to 100 in numerals.  <b>Read &amp; write</b> numbers from 1 – 20 in numerals & words	<b>Read &amp; write</b> numbers to at least 100 in numerals and in words.	<b>Read &amp; write</b> numbers to at least 1000 in numerals & in words.		<b>Read, write, order &amp; compare</b> numbers to at least 1 000 000 & determine the value of each digit.	<b>Read, write, order &amp; compare</b> numbers up to 10 000 000 & determine the value of each digit.
<b>Order</b> numbers 1 – 20.		<b>Compare &amp; order</b> numbers from 0 up to 100; use <, > & = signs.	<b>Compare &amp; order</b> numbers up to 1000.	<b>Compare &amp; order</b> numbers beyond 1000.		
		Recognise the <b>place value</b> of each digit in a 2-digit number.	Recognise the <b>place value</b> of each digit in a 3-digit number.	Recognise the <b>place value</b> of each digit in a 4-digit number.	Read, write, order & compare numbers to at least 1 000 000 & determine the <b>value</b> of each digit.	
				<b>Round</b> any number to the nearest 10, 100 or 1000.	<b>Round</b> any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 & 100 000.	<b>Round</b> any whole number to a required degree of accuracy.
				Read <b>Roman numerals</b> to 100 (I to C) & understand that over time, the numeral system changed to include the concept of zero & place value.	Read <b>Roman numerals</b> to 1000 (M) and recognise years written in Roman numerals.	
		Use place value & number facts to <b>solve problems</b> .	Solve <b>number problems &amp; practical problems</b> involving these ideas.	Solve <b>number &amp; practical problems</b> that involve all of the above & with increasingly large positive numbers.	Solve <b>number &amp; practical problems</b> that involve all of the above.	Solve <b>number &amp; practical problems</b> that involve all of the above.



Addition and subtraction						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Read, write & interpret mathematical statements involving + - = signs.					
	Represent and use number bonds & related subtraction facts within 20.	<b>Recall</b> & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100.				
	Solve <b>one-step problems</b> that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems,	Solve <b>problems</b> with addition & subtraction: <ul style="list-style-type: none"> <li>- Using concrete objects &amp; pictorial representations, incl those involving numbers, quantities &amp; measures</li> <li>- Applying their increasing knowledge of mental &amp; written methods</li> </ul>		Solve addition & subtraction <b>two-step problems</b> in contexts, deciding which operations & methods to use & why.	Solve addition & subtraction <b>multi-step problems</b> in contexts, deciding which operations & methods to use & why.	Solve addition & subtraction <b>multi-step problems</b> in contexts, deciding which operations & methods to use & why.
<b>Add &amp; subtract two single digit numbers.</b> ELG  <b>Count on or back</b> to find the answer. ELG	<b>Add &amp; subtract</b> 1-digit & 2-digit numbers to 20, including zero.	<b>Add &amp; subtract</b> numbers using concrete objects, pictorial representations, & mentally, including: <ul style="list-style-type: none"> <li>- 2-digit no &amp; ones</li> <li>- 2-digit no &amp; tens</li> <li>- Two 2-digit numbers</li> <li>- Adding three 1-digit numbers</li> </ul>	<b>Add &amp; subtract</b> numbers mentally, including: <ul style="list-style-type: none"> <li>- 3-digit no &amp; ones</li> <li>- 3-digit no &amp; tens</li> <li>- 3-digit no &amp; hundreds</li> </ul>		<b>Add &amp; subtract</b> numbers mentally with increasingly large numbers.	Perform mental calculations, incl with <b>mixed operations</b> & large numbers.
			<b>Add &amp; subtract numbers with up to 3 digits</b> , using formal written methods of columnar addition & subtraction.	<b>Add &amp; subtract numbers with up to 4 digits</b> using the formal written methods of columnar addition & subtraction where appropriate.	<b>Add &amp; subtract whole numbers with more than 4 digits</b> including using formal written methods (columnar addition & subtraction).	Use knowledge of the order of operations to carry out calculations involving <b>four operations</b> .
		Show that addition of two numbers can be done in any order ( <b>commutative</b> ) & subtraction of one number from another cannot.				
		Recognise & use the <b>inverse</b> relationship between addition & subtraction & use this to check calculations & missing number problems.	<b>Estimate</b> the answer to a calculation & use the <b>inverse</b> operations to check answers.	<b>Estimate</b> & use <b>inverse</b> operations to check answers to a calculation.	Use <b>rounding</b> to check answers to calculations & determine, in the context of a problem, levels of accuracy.	Use <b>estimation</b> to check answers to calculations & determine, in the context of a problem, levels of accuracy.
			<b>Solve problems</b> , incl missing number problems, number facts, place value, & more complex addition & subtraction.			<b>Solve problems</b> involving addition, subtraction, multiplication & division.



## Multiplication and division

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
		Recall & use multiplication & division facts for the <b>2, 5, 10 tables</b> , incl recognising odd & even nos.	Recall & use the <b>multiplication &amp; division facts for the 3, 4, 8 tables.</b>	Recall <b>multiplication &amp; division facts for tables up to 12x12</b>	Identify all <b>multiples &amp; factors</b> , including finding all factor pairs of a number, & common factors of two numbers.	Identify <b>common factors, common multiples &amp; prime numbers.</b>
					Know & use the <b>vocabulary of prime numbers, prime factors &amp; composite</b> (non-prime) numbers.	
					Establish where a number up to 100 is <b>prime</b> & recall prime numbers up to 19.	
		Calculate the <b>mathematical statements</b> for multiplication & division within the multiplication tables & write them using $\times$ $\div$ = signs.				
		Show that multiplication of two numbers can be done in any order ( <b>commutative</b> ) & division of one number by another cannot.		Recognise & use factor pairs & <b>commutativity</b> in mental calculations.		
					Multiply & divide numbers <b>mentally</b> drawing upon known facts.	Perform <b>mental</b> calculations, incl mixed operations & large numbers.
			Write & calculate mathematical statements for multiplication & division <b>using the multiplication tables</b> that they know, incl 2-digit x 1-digit, using mental & progressing to formal written methods.	<b>Multiply</b> 2-digit & 3-digit numbers by a 1-digit number using formal written layout.	<b>Multiply</b> numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.	<b>Multiply</b> multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of <b>long multiplication</b> .
					<b>Divide</b> numbers up to 4-digits by a 1-digit number using the formal written method of short division & interpret remainders appropriately for the context.	<b>Divide</b> numbers up to 4-digits by a 2-digit whole number using the formal written method of <b>long division</b> , & interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
						<b>Divide</b> numbers up to 4-digits by a 2-digit number using the formal written method of <b>short division</b> where appropriate, interpreting remainders according to the context.



				Use place value, known & derived facts to multiply & divide mentally, including <b>multiplying by 0 and 1; dividing by 1</b> ; multiplying three numbers together.	<b>Multiply &amp; divide</b> whole numbers & those involving decimals <b>by 10, 100 and 1000</b> .	
					Recognise & use <b>square numbers &amp; cube numbers</b> , & the notation for squared <sup>2</sup> and cubed <sup>3</sup> .	
<b>Solve problems</b> , including doubling, halving & sharing. ELG	Solve <b>one-step problems</b> involving multiplication & division, calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher.	Solve <b>problems</b> involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication & division facts, incl problems in context.	<b>Solve problems</b> , incl missing number problems, involving multiplication & division, incl integer scaling problems & correspondence problems in which n objects are connected to m objects.	<b>Solve problems</b> involving multiplying and adding, including the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems & harder multiplication problems such as n objects are connected to m objects.	<b>Solve problems</b> involving addition, subtractions, multiplication & division & a combination of these, incl understanding the meaning of the equals sign.	Use knowledge of the order of operations to carry out calculations involving <b>four operations</b> .
					<b>Solve problems</b> involving multiplication & division, including scaling by simple fractions & problems involving simple rates.	<b>Solve problems</b> involving addition, subtraction, multiplication & division.
					<b>Solve problems</b> involving multiplication & division including using their knowledge of factors & multiples, squares and cubes.	



## Fractions, decimals and percentages

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
						Associate a fraction with division & calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$ ).
Solve problems, including <b>doubling, halving &amp; sharing.</b> ELG	Recognise, find & name a <b>half</b> as one of two equal parts of an object, shape or quantity.  Recognise, find & name a <b>quarter</b> as one of four equal parts of an object, shape or quantity.	Recognise, find, name & write fractions <b><math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math></b> , and <b><math>\frac{3}{4}</math></b> or a length, shape, set of objects or quantity.		Recognise & show, using diagrams, families of common <b>equivalent fractions</b> .  Recognise & write <b>decimal equivalents</b> on any number of tenths or hundredths.  Recognise & write <b>decimal equivalents</b> to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ .	Identify, name & write <b>equivalent fractions</b> of a given fraction, represented visually, incl tenths & hundredths.  <b>Read &amp; write decimal numbers</b> as fractions (e.g. $0.71 = \frac{71}{100}$ ).	Identify the <b>value of each digit to three decimal places</b> and multiply & divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
				<b>Find the effect</b> of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.		
		<b>Write simple fractions</b> , e.g. $\frac{1}{2}$ or $6 \div 3$ and recognise the <b>equivalence</b> of $\frac{2}{4}$ & $\frac{1}{2}$ .	<b>Count up &amp; down</b> in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing 1-digit numbers or quantities by 10.	<b>Count up &amp; down</b> in hundredths; recognise that hundredths arise when dividing an object by a hundred & dividing tenths by ten.	<b>Recognise &amp; use thousandths</b> & relate them to tenths, hundredths & decimal equivalents.	
					<b>Recognise mixed numbers &amp; improper fractions</b> & convert from one form to the other & write mathematical statements.	
			<b>Compare &amp; order</b> unit fractions, & fractions with the same denominators.		<b>Compare &amp; order</b> fractions whose denominators are all multiples of the same number.	<b>Compare &amp; order fractions</b> , including fractions $> 1$ .  Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			<b>Recognise, find &amp; write</b> fractions or a discrete set of objects: unit fractions & non-unit fractions with small denominators			
			<b>Recognise &amp; use</b> fractions as numbers: unit fractions & non-unit fractions with small denominators.			
			<b>Recognise &amp; show</b> , using diagrams, equivalent fractions with small denominators.			



			<b>Add &amp; subtract fractions</b> with the same denominator within one whole (e.g. $5/7+1/7=6/7$ )	<b>Add &amp; subtract fractions</b> with the same denominator.	<b>Add &amp; subtract fractions</b> with the same denominator & multiples of the same number.	<b>Add &amp; subtract fractions</b> with different denominators & mixed numbers, using the concept of equivalent fractions.
					<b>Multiply</b> proper fractions & mixed numbers by whole numbers, supported by materials & diagrams.	<b>Multiply</b> simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$ )
						<b>Multiply</b> 1-digit numbers with up to two decimal places by whole numbers.
						<b>Divide</b> proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$ ).  Use written division methods in cases where the answer has up to two decimal places.
				<b>Round decimals</b> with one decimal place to the nearest whole number.	<b>Round decimals</b> with two decimal places to the nearest whole number and to one decimal place.	
				<b>Compare numbers</b> with the same number of decimal places up to <b>two decimal places</b> .	Read, write, order and <b>compare numbers</b> with up to <b>three decimal places</b> .	
					Recognise the <b>per cent symbol (%)</b> & understand that per cent relates to 'number or parts per hundred', and write percentages as a fraction with denominator hundred, and as a decimal fraction.	
						Recall & use <b>equivalences</b> between simple fractions, decimals & percentages, including in different contexts.
					Solve problems which require knowing <b>percentage &amp; decimal equivalents</b> of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those with a denominator of a multiple of 10 or 25.	Solve problems involving the <b>calculation of percentages</b> of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.*
			<b>Solve problems</b> that involve all of the above.	<b>Solve problems</b> involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number.  Solve simple measure & money problems involving fractions & decimals to two decimal places.	<b>Solve problems</b> involving number up to three decimal places.	<b>Solve problems</b> which require answers to be rounded to specified degrees of accuracy.

\* Extract from proportion section of NC



Ratio and proportion						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
						Solve problems involving the <b>relative sizes</b> of two quantities where missing values can be found by using integer multiplication & division facts.
						Solve problems involving the <b>calculation of percentages</b> of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.
						Solve problems involving similar shapes where the scale factor is known or can be found.
						Solve problems involving <b>unequal sharing &amp; grouping</b> using knowledge of fractions & multiples.

Algebra						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
						Express missing number problems algebraically.
						Use simple formulae
						Generate & describe linear number sequences.
						Find pairs of numbers that satisfy an equation with two unknowns.
						Enumerate all possibilities of combinations of two variables.



Measurement						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>GENERAL</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time &amp; money to compare quantities and objects and solve problems. ELG</p>	<p>Compare, describe &amp; solve practical problems for:</p> <ul style="list-style-type: none"> <li>- Lengths &amp; heights</li> <li>- Mass/weight</li> <li>- Capacity &amp; volume</li> <li>- Time</li> </ul> <p>Measure &amp; begin to record the following:</p> <ul style="list-style-type: none"> <li>- Length &amp; heights</li> <li>- Mass/weight</li> <li>- Capacity &amp; volume</li> <li>- Time (hrs, mins, secs)</li> </ul>	<p>Choose and use appropriate standard units to estimate and measure:</p> <ul style="list-style-type: none"> <li>- length/height in any direction (m/cm)</li> <li>- mass (kg/g)</li> <li>- temperature (<math>^{\circ}\text{C}</math>)</li> <li>- capacity (l/ml)</li> </ul> <p>to the nearest appropriate unit, using rulers, scales, thermometers &amp; measuring vessels.</p> <p>Compare &amp; order lengths, mass, volume/capacity &amp; record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p>	<p>Measure, compare, add &amp; subtract:</p> <ul style="list-style-type: none"> <li>- lengths (m/cm/mm)</li> <li>- mass (kg/g)</li> <li>- volume/capacity (l/ml)</li> </ul>	<p>Convert between different units of measure (e.g. km to m; hr to min)</p> <p>Estimate, compare &amp; calculate different measures.</p>	<p>Convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml).</p> <p>Understand &amp; use approximate equivalences between metric units &amp; common imperial units such as inches, pounds &amp; pints.</p> <p>Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p>Estimate volume (e.g. using 1 <math>\text{cm}^3</math> blocks to build cubes &amp; cuboids) &amp; capacity (e.g. using water).</p>	<p>Solve problems involving the calculation &amp; conversion of units of measure, using decimal notation to three decimal places where appropriate.</p> <p>Use, read, write &amp; convert between standard units, converting measurements of length, mass, volume &amp; time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places.</p> <p>Calculate, estimate &amp; compare volume of cubes &amp; cuboids using standard units, incl <math>\text{cm}^3</math> and <math>\text{m}^3</math>, and extending to other units such as <math>\text{mm}^3</math> and <math>\text{km}^3</math>.</p> <p>Convert between miles &amp; km.</p> <p>Recognise when it is possible to use the formulae for area &amp; volume of shapes.</p>
PERIMETER			Measure the <b>perimeter</b> of simple 2D shapes.	Measure & calculate the <b>perimeter</b> of a rectilinear figure (incl squares) in cm & m.	Measure & calculate the <b>perimeter</b> of composite rectilinear shapes in cm & m.	Recognise that shapes with the same areas can have different <b>perimeters</b> & vice versa.
AREA				Find the <b>area</b> of rectilinear shapes by counting squares.	Calculate & compare the <b>area</b> of rectangles (including squares, & including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) & estimate the area of irregular shapes.	Calculate the <b>area</b> of parallelograms & triangles.  Recognise when it is possible to use the formulae for <b>area</b> & volume of shapes.



MONEY	Recognise & know the value of different <b>denominations</b> or coins & notes.	Recognise & use symbols for <b>pounds (£)</b> and <b>pence (p)</b> ; combine amounts to make a particular value.  Find different combinations of coins that equal the same amounts of money.  Solve simple problems in a practical context involving addition & subtraction of money of the same unit, incl giving change.	<b>Add &amp; subtract amounts</b> of money to give change, using both £ and p in practical contexts.	Estimate, compare & <b>calculate</b> different measures, including money in pounds & pence.		
TIME	Sequence events in <b>chronological order</b> using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).  Recognise & use <b>language</b> relating to dates, incl days of the week, weeks, months, years.  <b>Tell the time to the hour &amp; half past the hour</b> & draw the hands on a clock face to show these times.	Compare & <b>sequence</b> intervals of time.  Tell & write the time to <b>five minutes</b> , incl <b>quarter past/to</b> the hour & draw the hands on a clock face to show these times.	Tell & write the time from an analogue clock, incl using <b>Roman numerals</b> from I to XII, & <b>12-hour &amp; 24-hour</b> clocks.  Estimate & read <b>time with increasing accuracy to the nearest minute</b> ; record & compare time in terms of secs, mins, hrs; use vocabulary such as o'clock, am/pm, morning, afternoon, noon & midnight.  Know the numbers of <b>seconds in a minute</b> & the number of <b>days each month, year &amp; leap year</b> .  <b>Compare durations</b> of events, for example to calculate time taken by particular events or tasks.	<b>Read, write &amp; convert time</b> between analogue & digital 12- & 24-hour clocks.  Solve problems involving <b>converting</b> from hours to minutes; minutes to seconds; years to months; weeks to days.	Solve problems involving <b>converting</b> between units of time.	



**Geometry: properties of shapes**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Explore the characteristics of everyday objects and shapes and use mathematical language to describe them. ELG	Recognise & name <b>common 2D &amp; 3D shapes</b> , including: - 2D, e.g. rectangles (including squares) circles, triangles - 3D, e.g. cuboids (including cubes), pyramids, spheres.	Identify & describe the <b>properties of 2D shapes</b> , incl the number of sides & symmetry in a vertical line.  Identify & describe the <b>properties of 3D shapes</b> , incl the number of edges, vertices & faces.  Identify <b>2D shapes on the surface of 3D shapes</b> .  <b>Compare &amp; sort</b> common 2D & 3D shapes & everyday objects.	<b>Draw 2D shapes</b> & make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them.	<b>Compare &amp; classify</b> geometric shapes, incl quadrilaterals and triangles, based on their properties & sizes.  Identify lines of <b>symmetry</b> in 2D shapes presented in different orientations.  Complete a simple <b>symmetric figure</b> with respect to a specific line of symmetry.	<b>Identify 3D shapes</b> , including cubes & cuboids, from 2D representations.  Use the <b>properties of rectangles</b> to deduce related facts & find missing lengths & angles.  Distinguish between <b>regular &amp; irregular polygons</b> based on reasoning about equal sides & angles.	<b>Draw 2D shapes</b> using given dimensions & angles.  <b>Recognise, describe &amp; build simple 3D shapes</b> , incl making nets.  <b>Compare &amp; classify</b> geometric shapes based on their properties & sizes & find unknown angles in any triangles, quadrilaterals, & regular polygons.
			Recognise <b>angles</b> are a property of shape or a description of a turn.  Identify right <b>angles</b> , recognise that two right angles make a half-turn, three make three quarters & four a complete turn; identify whether angles are greater than or less than a right angle.	Identify acute & obtuse <b>angles</b> & compare & order angles up to two right angles by size.	Know <b>angles</b> are measures in degrees; estimate & compare acute, obtuse & reflex angles.  Identify: - Angles at a point on a straight line & $\frac{1}{2}$ a turn (total $180^\circ$ ) - Angles at a point & one whole turn (total $360^\circ$ ) - Other multiples of $90^\circ$  Draw given angles, & measure them in degrees.	Recognise <b>angles</b> where they meet at a point, are on a straight line, or are vertically opposite, & find missing angles.
			Identify <b>horizontal and vertical lines and pairs of perpendicular &amp; parallel</b> lines.			
						Illustrate & name parts of <b>circles</b> , including radius, diameter & circumference & know that the diameter is twice the radius.



Geometry: position, direction, motion						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Recognise, create & describe patterns. ELG		<b>Order &amp; arrange</b> combinations of mathematical objects in patterns and sequences.				
	Describe <b>position, directions &amp; movement</b> , including half, quarter and three-quarter turns.	Use mathematical vocabulary to describe <b>position, direction &amp; movement</b> , including movement in a straight line and distinguishing between rotation as a turn & in terms of right angles for quarter, half and three-quarter turns (clockwise & anti-clockwise).				
				Describe positions on a 2D grid as <b>coordinates in the first quadrant</b> .		Describe positions on the full coordinate grid ( <b>all four quadrants</b> ).
				Describe movements between positions as <b>translations</b> of a given unit to the left/right and up/down.	Identify, describe & represent the position of a shape following a <b>reflection or translation</b> , using the appropriate language, & know that the shape has not changed.	<b>Draw &amp; translate simple shapes</b> on the coordinate plane, & reflect them in the axes.
				<b>Plot specified points</b> & draw sides to complete a given polygon.		

Statistics						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
		Interpret & construct simple: <ul style="list-style-type: none"> <li>- <b>pictograms</b></li> <li>- <b>tally charts</b></li> <li>- <b>block diagrams</b></li> <li>- <b>simple tables</b></li> </ul>	Interpret & present data using: <ul style="list-style-type: none"> <li>- <b>bar charts</b></li> <li>- <b>pictograms</b></li> <li>- <b>tables</b></li> </ul>	Interpret & present discrete data using appropriate graphical methods, incl: <ul style="list-style-type: none"> <li>- <b>bar charts</b></li> <li>- <b>time graphs</b></li> </ul>	Complete, read & interpret information in: <ul style="list-style-type: none"> <li>- <b>tables, incl timetables</b></li> </ul>	Interpret & construct: <ul style="list-style-type: none"> <li>- <b>pie charts</b></li> <li>- <b>line graphs</b></li> </ul> and use to solve problems.
		<b>Ask &amp; answer</b> simple questions by counting the number of objects in each category & sorting the categories by quantity.  <b>Ask &amp; answer</b> questions about totalling and compare categorical data.	Solve <b>one-step &amp; two-step questions</b> such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts & pictograms & tables.	Solve <b>comparison, sum &amp; difference problems</b> using information presented in bar charts, pictograms, tables & other graphs.	Solve <b>comparison, sum &amp; difference problems</b> using information presented in a line graph.	Calculate & interpret the <b>mean</b> as an average.



# Part 3

## Key assessment criteria

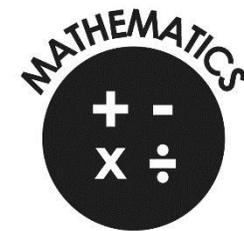
The purpose of this section is to help teachers and school leaders have access to a range of key assessment criteria in reading, writing and mathematics. It is not possible to assess every element of the programme of study so these criteria have been selected as the main ones which might be helpful for teachers to use in order to reach a 'best fit' judgement about whether pupils are secure in relation to the end of year objectives.



Pages  
41 – 46



Pages  
47 – 52



Pages  
53 – 58

## Key assessment criteria: A year 1 reader

### Word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

### Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well-known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations.  
(Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

## Key assessment criteria: A year 2 reader

### Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

### Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

## Key assessment criteria: A year 3 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key assessment criteria: A year 4 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

## Key assessment criteria: A year 5 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key assessment criteria: A year 6 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Key assessment criteria: A year 1 writer

### Transcription

#### Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

#### Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

### Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

### Grammar and punctuation

#### Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

#### Text structure

- I can sequence sentences to form a narrative.

#### Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

## Key assessment criteria: A year 2 writer

Transcription	Composition	Grammar and punctuation
<p data-bbox="73 336 159 360"><u>Spelling</u></p> <ul data-bbox="73 395 719 815" style="list-style-type: none"><li data-bbox="73 395 658 451">• I can segment spoken words into phonemes and record these as graphemes.</li><li data-bbox="73 486 719 542">• I can spell words with alternative spellings, including a few common homophones.</li><li data-bbox="73 577 696 633">• I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</li><li data-bbox="73 668 696 724">• I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li><li data-bbox="73 759 696 815">• I can identify phonemes in unfamiliar words and use syllables to divide words.</li></ul> <p data-bbox="73 850 203 874"><u>Handwriting</u></p> <ul data-bbox="73 909 719 1329" style="list-style-type: none"><li data-bbox="73 909 719 965">• I can form lower-case letters of the correct size relative to one another.</li><li data-bbox="73 1000 719 1056">• I can begin to use some of the diagonal and horizontal strokes needed to join letters.</li><li data-bbox="73 1091 696 1118">• I show that I know which letters are best left unjoined.</li><li data-bbox="73 1153 674 1238">• I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li data-bbox="73 1273 696 1329">• I use spacing between words that reflects the size of the letters.</li></ul>	<p data-bbox="757 276 898 300"><u>Composition</u></p> <ul data-bbox="757 336 1402 815" style="list-style-type: none"><li data-bbox="757 336 1402 392">• I can write narratives about personal experiences and those of others, both real and fictional.</li><li data-bbox="757 427 1402 454">• I can write for different purposes, including real events.</li><li data-bbox="757 489 1346 545">• I can plan and discuss the content of writing and record my ideas.</li><li data-bbox="757 580 1368 636">• I am able to orally rehearse structured sentences or sequences of sentences.</li><li data-bbox="757 671 1364 727">• I can evaluate my own writing independently, with friends and with an adult.</li><li data-bbox="757 762 1308 818">• I can proof-read to check for errors in spelling, grammar and punctuation.</li></ul>	<p data-bbox="1440 336 1648 360"><u>Sentence structure</u></p> <ul data-bbox="1440 395 2085 571" style="list-style-type: none"><li data-bbox="1440 395 1957 422">• I can use subordination and co-ordination.</li><li data-bbox="1440 458 1868 485">• I can use expanded noun phrases.</li><li data-bbox="1440 520 2085 576">• I can say how the grammatical patterns in a sentence indicate its function.</li></ul> <p data-bbox="1440 611 1585 635"><u>Text structure</u></p> <ul data-bbox="1440 670 2074 813" style="list-style-type: none"><li data-bbox="1440 670 2040 726">• I consistently use the present tense and past tense correctly.</li><li data-bbox="1440 761 2074 817">• I can use the progressive forms of verbs in the present and past tense.</li></ul> <p data-bbox="1440 849 1576 873"><u>Punctuation</u></p> <ul data-bbox="1440 908 2096 1171" style="list-style-type: none"><li data-bbox="1440 908 2074 963">• I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</li><li data-bbox="1440 999 2078 1026">• I correctly use question marks and exclamation marks.</li><li data-bbox="1440 1061 1973 1088">• I can use commas to separate items in a list.</li><li data-bbox="1440 1123 2096 1179">• I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</li></ul>

## Key assessment criteria: A year 3 writer

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>I recognise and spell homophones.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>I can spell words correctly which are in a family.</li> <li>I can spell the commonly mis-spelt words from the Y3/4 word list.</li> <li>I can identify the root in longer words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters should be left unjoined.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>I can compose sentences using a wider range of structures.</li> <li>I can write a narrative with a clear structure, setting, characters and plot.</li> <li>I can write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>I can suggest improvements to my own writing and that of others.</li> <li>I can make improvements to grammar, vocabulary and punctuation.</li> <li>I use a range of sentences with more than one clause by using a range of conjunctions.</li> <li>I use the perfect form of verbs to mark the relationship of time and cause.</li> <li>I can proof-read to check for errors in spelling and punctuation.</li> </ul>	<p><b>Grammar and punctuation</b></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>I can express time, place and cause by using conjunctions, adverbs and prepositions.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>I am starting to use paragraphs.</li> <li>I can use headings and sub headings.</li> <li>I can use the present perfect form of verbs instead of the simple past.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use inverted commas to punctuate direct speech.</li> </ul>

**Key assessment criteria: A year 4 writer**

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>I can spell words with prefixes and suffixes and can add them to root words.</li> <li>I can recognise and spell homophones.</li> <li>I can use the first two or three letters of a word to check a spelling in a dictionary.</li> <li>I can spell the commonly mis-spelt words from the Y3/4 word list.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>I can use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters should be left unjoined.</li> <li>My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>I can compose sentences using a range of sentence structures.</li> <li>I can orally rehearse a sentence or a sequence of sentences.</li> <li>I can write a narrative with a clear structure, setting and plot.</li> <li>I can improve my writing by changing grammar and vocabulary to improve consistency.</li> <li>I use a range of sentences which have more than one clause.</li> <li>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>I can use direct speech in my writing and punctuate it correctly.</li> </ul>	<p><b>Grammar and punctuation</b></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</li> <li>I can use fronted adverbials.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>I can write in paragraphs.</li> <li>I make an appropriate choice of pronoun and noun within and across sentences.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use inverted commas and other punctuation to indicate direct speech.</li> <li>I can use apostrophes to mark plural possession.</li> <li>I use commas after fronted adverbials.</li> </ul>

## Key assessment criteria: A year 5 writer

### Transcription

#### Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

#### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

## Key assessment criteria: A year 6 writer

### Transcription

#### Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

### Grammar and punctuation

#### Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

#### Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

## A year 1 mathematician

### Number

- I can count reliably to 100.
- I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.
- I can write all numbers in words to 20.
- I can say the number that is one more or one less than a number to 100.
- I can recall all pairs of addition and subtraction number bonds to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I know the signs + - =.
- I can solve a missing number problem.
- I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

### Measurement and geometry

- I recognise all coins.
- I recognise and can name the 2D shapes: circle, triangle, square and rectangle.
- I recognise and can name the 3D shapes: cuboid, pyramid, sphere.
- I can name the days of the week and months of the year.
- I can tell the time to o'clock and half past the hour.

## A year 2 mathematician

### Number

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the  $<$   $>$  and  $=$  signs.
- I can name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

### Measurement, geometry and statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals.
- I recognise and can use the symbols  $\pounds$  and  $p$  when solving problems involving addition and subtraction of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.

## A year 3 mathematician

### Number

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the value of each digit in a 3-digit number.
- I understand and can count in tenths, and find the fractional value of a given set.
- I can add and subtract fractions with a common denominator.
- I can derive and recall multiplication facts for 3, 4 and 8x tables.
- I can add and subtract mentally combinations of 1-digit and 2-digit numbers.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit.
- I can solve number problems using one and two step problems

### Measurement, geometry and statistics

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I can measure, compare, add and subtract using common metric measures.
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

## A year 4 mathematician

### Number

- I can recall all multiplication facts to  $12 \times 12$ .
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can compare numbers with the same number of decimal places up to 2-decimal places.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve two step addition and subtraction problems in context.
- I can solve problems involving multiplication.

### Measurement, geometry and statistics

- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

## A year 5 mathematician

### Number

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation  $^2$  and  $^3$ .
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.

### Measurement, geometry and statistics

- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the areas of squares and rectangles including using standard units ( $\text{cm}^2$  and  $\text{m}^2$ ).
- I can solve comparison, sum and difference problems using information presented in a line graph.

## A year 6 mathematician

### Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

### Measurement, geometry and statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

# **Part 4**

## **Information leaflets for parents and carers**

The parent leaflets have been designed to save you time. They are provided on the accompanying CD so that you can edit them and personalise to your needs. Inevitably, decisions had to be made about what to include and exclude. This means that they do not include every aspect of learning in order to make them more parent friendly.

**<Name>**  
**Primary School**

<Place logo here>

**End of Year Expectations  
for Year 3**

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

All editable so that  
you can personalise

**Reading**

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

**READING**  
