

Primary

Key Stage Expectations

Please note that electively home educated children are not required to follow the national curriculum. However, some parents like using the national curriculum as a guide, some prefer to adhere to it and some choose to develop their own education programmes.

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Key Stage 1

Expectations

Please note that electively home educated children are not required to follow the national curriculum. However, some parents like using the national curriculum as a guide, some prefer to adhere to it and some choose to develop their own education programmes.

End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths			
Year 1 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. <input type="checkbox"/> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. <input type="checkbox"/> Given a number, identify 1 more and 1 less. <input type="checkbox"/> 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. <input type="checkbox"/> Read and write numbers from 1 to 20 in numerals and words. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. <input type="checkbox"/> Represent and use number bonds and related subtraction facts within 20. <input type="checkbox"/> Add and subtract one-digit and two-digit numbers to 20, including 0. <input type="checkbox"/> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. <input type="checkbox"/> Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
Year 1 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> – 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] <input type="checkbox"/> Measure and begin to record the following: <ul style="list-style-type: none"> –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]. <input type="checkbox"/> Recognise and use language relating to dates, including days of the week, weeks, months and years. <input type="checkbox"/> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> –2-D shapes [for example, rectangles (including squares), circles and triangles] –3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	

Year 1		Reading	
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.		<input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them.	
Year 1		Writing	
Transcription		Composition	
Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
<input type="checkbox"/> Write from memory, simple dictated sentences containing the GPCs and words taught so far. <input type="checkbox"/> Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. <input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. <input type="checkbox"/> Spell most common exception words in the YR 1 spelling appendix. <input type="checkbox"/> Recognise and spell a set of simple compound words. <input type="checkbox"/> Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. <input type="checkbox"/> Name the letters of the alphabet in order.	<input type="checkbox"/> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. <input type="checkbox"/> Capital letters formed correctly for some names of people, places and the days of the week. <input type="checkbox"/> Some spaces are left between words, although inconsistent. <input type="checkbox"/> Most letters sit on the line correctly.	<input type="checkbox"/> Compose sentences orally before writing; talk about where the sentence begins and ends. <input type="checkbox"/> Attempt to write appropriately to the task. <input type="checkbox"/> Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. <input type="checkbox"/> Compose orally and write simple poems. <input type="checkbox"/> Re-read writing to check it makes sense. <input type="checkbox"/> Discuss own writing with others; make simple changes where suggested.	<input type="checkbox"/> Write sentences or sentence-like structures which can be clearly understood. <input type="checkbox"/> Often use 'and' to join words and clauses. <input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. <input type="checkbox"/> Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. <input type="checkbox"/> Sometimes include adjectives for description. <input type="checkbox"/> Begin to use some features of Standard English e.g. I did.

End of Year Expectations for Year 2 for New National Curriculum – EXPECTED (At National Standard)

Year 2 Maths			
Year 2 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. <input type="checkbox"/> Recognise the place value of each digit in a two-digit number (tens, ones). <input type="checkbox"/> Identify, represent and estimate numbers using different representations, including the number line. <input type="checkbox"/> Compare and order numbers from 0 up to 100; use <, > and = signs. <input type="checkbox"/> Read and write numbers to at least 100 in numerals and in words. <input type="checkbox"/> Use place value and number facts to solve problems 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve problems with addition and subtraction: <ul style="list-style-type: none"> <input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. <input type="checkbox"/> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. <input type="checkbox"/> 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. <input type="checkbox"/> Add three one-digit numbers. <input type="checkbox"/> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. <input type="checkbox"/> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. <input type="checkbox"/> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. <input type="checkbox"/> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <input type="checkbox"/> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. <input type="checkbox"/> Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Year 2 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. <input type="checkbox"/> Compare and order lengths, mass, volume/capacity and record the results using >, < and =. <input type="checkbox"/> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value <input type="checkbox"/> Find different combinations of coins that equal the same amounts of money. <input type="checkbox"/> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <input type="checkbox"/> Compare and sequence intervals of time. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of minutes in an hour and the number of hours in a day. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> diagram Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. <input type="checkbox"/> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. <input type="checkbox"/> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. <input type="checkbox"/> Compare and sort common 2-D and 3-D shapes and everyday objects. <input type="checkbox"/> Diagrams and simple tables. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order and arrange combinations of mathematical objects in patterns and sequences. <input type="checkbox"/> 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 anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. <input type="checkbox"/> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. <input type="checkbox"/> Ask and answer questions about totaling and comparing categorical data

Year 2 Reading

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Year 2 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting

Evidence:

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Vocabulary, grammar, punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Key Stage 2

Expectations

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End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (At National Standard)

Year 3 Maths			
Year 3 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <input type="checkbox"/> Compare and order numbers up to 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. <input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers. <input type="checkbox"/> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominator. <input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. <input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators. <input type="checkbox"/> Solve problems that involve all of the above.
Year 3 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <input type="checkbox"/> Measure the perimeter of simple 2-D shapes. <input type="checkbox"/> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <input type="checkbox"/> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of seconds in a minute and the number of days in each month, year and leap year. <input type="checkbox"/> Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <input type="checkbox"/> Recognise angles as a property of shape or a description of a turn. <input type="checkbox"/> 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. <input type="checkbox"/> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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?']. <input type="checkbox"/> Use information presented in scaled bar charts and pictograms and tables.

Year 3 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. <input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Writing

Transcription	Composition
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. <input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. <input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey. <input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. <input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. <input type="checkbox"/> Spell some words from the YR 3-4 statutory word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. <input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach.
<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught. <input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending. <input type="checkbox"/> With scaffold, organise sections broadly, within a theme. <input type="checkbox"/> Use headings and subheadings to aid presentation. <input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing, with direction; reread and check own writing; make changes. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. <input type="checkbox"/> Identify and use a range of prepositions. <input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech. <input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb. <input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. <input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Year 4 Maths			
Year 4 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. <input type="checkbox"/> Count backwards through zero to include negative numbers. <input type="checkbox"/> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). <input type="checkbox"/> Order and compare numbers beyond 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Round any number to the nearest 10, 100 or 1000. <input type="checkbox"/> Solve number and practical problems that involve all of the above and with increasingly large positive numbers. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <input type="checkbox"/> Estimate and use inverse operations to check answers to a calculation. <input type="checkbox"/> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall multiplication and division facts for multiplication tables up to 12×12. <input type="checkbox"/> 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. <input type="checkbox"/> Recognise and use factor pairs and commutativity in mental calculations. <input type="checkbox"/> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Add and subtract fractions with the same denominator. <input type="checkbox"/> Recognise and write decimal equivalents of any number of tenths or hundredths. <input type="checkbox"/> Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. <input type="checkbox"/> 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. <input type="checkbox"/> Round decimals with one decimal place to the nearest whole number. <input type="checkbox"/> Compare numbers with the same number of decimal places up to two decimal places.
Year 4 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convert between different units of measure [for example, kilometre to metre; hour to minute]. <input type="checkbox"/> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <input type="checkbox"/> Find the area of rectilinear shapes by counting squares. <input type="checkbox"/> Estimate, compare and calculate different measures, including money in pounds and pence. <input type="checkbox"/> Read, write and convert time between analogue and digital 12- and 24-hour clocks. <input type="checkbox"/> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. <input type="checkbox"/> Identify acute and obtuse angles and compare and order angles up to two right angles by size. <input type="checkbox"/> Identify lines of symmetry in 2-D shapes presented in different orientations. <input type="checkbox"/> Complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe positions on a 2-D grid as coordinates in the first quadrant. <input type="checkbox"/> Describe movements between positions as translations of a given unit to the left/right and up/down. <input type="checkbox"/> Plot specified points and draw sides to complete a given polygon. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. <input type="checkbox"/> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 4 Reading

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 4 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.
- Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.
- Write words spelt ch e.g. scheme, chemist, chef.
- Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.
- Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.
- Spell the majority of words from the YR 3-4 word list.

Handwriting

Evidence:

- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Writing is spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined consistently.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheadings.
- Use dialogue, although balance between dialogue and narrative may be uneven.
- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proof read, edit and revise.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.
- Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.
- Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...
- Use expanded noun phrases and adverbial phrases to expand sentences.
- Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
- Use inverted commas accurately for direct speech.
- Identify the correct determiner e.g. a, an, these, those.
- Usually use the past or present tense, and 1st/3rd person, consistently.

End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Maths

Year 5 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. <input type="checkbox"/> Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. <input type="checkbox"/> Solve number problems and practical problems that involve all of the above. <input type="checkbox"/> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). <input type="checkbox"/> Add and subtract numbers mentally with increasingly large numbers. <input type="checkbox"/> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. <input type="checkbox"/> Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. <input type="checkbox"/> Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. <input type="checkbox"/> Establish whether a number up to 100 is prime & recall primes up to 19. <input type="checkbox"/> 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. <input type="checkbox"/> Multiply and divide numbers mentally drawing upon known facts. <input type="checkbox"/> 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 <input type="checkbox"/> Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000. <input type="checkbox"/> Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). <input type="checkbox"/> Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. <input type="checkbox"/> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. <input type="checkbox"/> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and order fractions whose denominators are all multiples of the same number. <input type="checkbox"/> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. <input type="checkbox"/> Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number [$2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]. <input type="checkbox"/> Add and subtract fractions with the same denominator and denominators that are multiples of the same number. <input type="checkbox"/> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <input type="checkbox"/> Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]. <input type="checkbox"/> Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <input type="checkbox"/> Round decimals with two decimal places to the nearest whole number and to one decimal place. <input type="checkbox"/> Read, write, order & compare numbers with up to three decimal places. <input type="checkbox"/> Solve problems involving number up to three decimal places. <input type="checkbox"/> Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal. <input type="checkbox"/> Solve problems which require knowing percent & 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.

Year 5 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre). <input type="checkbox"/> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. <input type="checkbox"/> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. <input type="checkbox"/> Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. <input type="checkbox"/> Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. <input type="checkbox"/> Solve problems involving converting between units of time. <input type="checkbox"/> Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <input type="checkbox"/> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. <input type="checkbox"/> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. <input type="checkbox"/> Draw given angles, and measure them in degrees (°). <input type="checkbox"/> Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and other multiples of 90°. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve comparison, sum and difference problems using information presented in a line graph. <input type="checkbox"/> Complete, read and interpret information in tables, including timetables.

Year 5 Reading

Word Reading

- Sufficient evidence shows the ability to...
- Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
 - Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
 - Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
 - Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

- Sufficient evidence shows the ability to...
- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
 - Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
 - Recommend books they have read to their peers, giving reasons.
 - Discuss and comment on themes and conventions in a variety of genres.
 - Read and recite age-appropriate poetry which has been learned by heart.
 - Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
 - Discuss their understanding of the meaning of words in context, finding other words which are similar.
 - Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
 - Readily ask questions to enhance understanding.
 - Make comparisons within and across texts e.g. compare two ghost stories.
 - Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
 - Distinguish fact from opinion with some success.
 - Retrieve, record and present information from non-fiction texts.
 - Summarise main ideas from more than one paragraph, identifying key details which support these.
 - Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
 - Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Writing

Transcription

- Spelling**
Sufficient evidence shows the ability to...
- Write from memory, dictated sentences which include words from the ks2 curriculum.
 - Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.
 - Spell correctly words with letters which are not sounded e.g. knight, solemn.
 - Use the hyphen to join a prefix to a root e.g. re- enter.
 - Spell some homophones from the YR 5-6 spelling appendix.
 - Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

- Handwriting**
Evidence:
- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
 - Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition

- Composition: structure and purpose**
Sufficient evidence shows the ability to...
- Discuss and develop initial ideas in order to plan and draft before writing.
 - Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
 - Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
 - Use a range of presentational devices, including use of title, subheadings and bullet points.
 - Use dialogue to indicate character and event.
 - Describe characters, settings and plot, with growing precision.
 - Find key words and ideas; begin to write a summary.
 - Evaluate own and others' writing; with direction, proof read, edit and revise.

- Vocabulary, grammar and punctuation**
Sufficient evidence shows the ability to...
- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
 - Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
 - Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
 - Usually maintain correct tense.
 - Begin to recognise active and passive voice.
 - Identify and select determiners.
 - Choose vocabulary and grammar to suit formal and informal writing, with guidance.
 - Use vocabulary which is becoming more precise.
 - Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.

End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Maths				
Year 6 Number and Place Value				
Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. <input type="checkbox"/> Round any whole number to a required degree of accuracy. <input type="checkbox"/> Use negative numbers in context, and calculate intervals across zero. <input type="checkbox"/> Solve number and practical problems that involve all of the above. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Perform mental calculations, including with mixed operations and large numbers. <input type="checkbox"/> Identify common factors, common multiples and prime numbers. <input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations. <input type="checkbox"/> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. <input type="checkbox"/> Compare and order fractions, including fractions > 1. <input type="checkbox"/> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. <input type="checkbox"/> Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, $1/2 \times 1/2 = 1/8$]. <input type="checkbox"/> Divide proper fractions by whole numbers. $1/3 \div 2 = 1/6$ <input type="checkbox"/> Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. $3/8$]. <input type="checkbox"/> 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. <input type="checkbox"/> Multiply one-digit numbers with up to two decimal places by whole numbers. <input type="checkbox"/> Use written division methods in cases where the answer has up to two decimal places. <input type="checkbox"/> Solve problems which require answers to be rounded to specified degrees of accuracy. <input type="checkbox"/> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <input type="checkbox"/> Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. <input type="checkbox"/> Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. <input type="checkbox"/> Solve problems involving similar shapes where the scale factor is known or can be found. <input type="checkbox"/> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use simple formulae. <input type="checkbox"/> Generate and describe linear number sequences. <input type="checkbox"/> Express missing number problems algebraically. <input type="checkbox"/> Find pairs of numbers that satisfy an equation with two unknowns. <input type="checkbox"/> Enumerate possibilities of combinations of two variables.
Year 6 Geometry and Measures				
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics	
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. <input type="checkbox"/> 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. <input type="checkbox"/> Convert between miles and kilometres. <input type="checkbox"/> Recognise that shapes with the same areas can have different perimeters and vice versa. <input type="checkbox"/> Recognise when it is possible to use formulae for area and volume of shapes. <input type="checkbox"/> Calculate the area of parallelograms and triangles. <input type="checkbox"/> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw 2-D shapes using given dimensions and angles. <input type="checkbox"/> Recognise, describe and build simple 3-D shapes, including making nets. <input type="checkbox"/> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe positions on the full coordinate grid (all four quadrants). <input type="checkbox"/> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and construct pie charts and line graphs and use these to solve problems. <input type="checkbox"/> Calculate and interpret the mean as an average. 	

Year 6 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. <input type="checkbox"/> Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Recommend books to others, giving reasons for their choices; state preferences. <input type="checkbox"/> Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. <input type="checkbox"/> Demonstrate that they have learned a wide range of poetry by heart. <input type="checkbox"/> Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. <input type="checkbox"/> Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. <input type="checkbox"/> Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. <input type="checkbox"/> During discussion, ask pertinent questions to enhance understanding. <input type="checkbox"/> Make accurate and appropriate comparisons within and across different texts. <input type="checkbox"/> Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. <input type="checkbox"/> Distinguish between fact and opinion. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Identify key details which support main ideas; summarise content drawn from more than one paragraph. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

Year 6 Writing

Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. <input type="checkbox"/> Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. <input type="checkbox"/> Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. <input type="checkbox"/> Spell some challenging homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 5-6 statutory word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and fluent.(Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop ideas; routinely use the drafting process before and during writing. <input type="checkbox"/> Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. <input type="checkbox"/> Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. <input type="checkbox"/> Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. <input type="checkbox"/> Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. <input type="checkbox"/> Integrate dialogue to convey character and advance the action. <input type="checkbox"/> Describe characters, settings and atmosphere, with some precision. <input type="checkbox"/> Summarise longer passages, when required. <input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. <input type="checkbox"/> Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. <input type="checkbox"/> Use modal verbs to indicate degrees of possibility. <input type="checkbox"/> Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. <input type="checkbox"/> Understand and use active and passive voice. <input type="checkbox"/> Identify the subject and object. <input type="checkbox"/> Identify synonym and antonym. <input type="checkbox"/> Select vocabulary and grammar to suit formal and informal writing. <input type="checkbox"/> Use vocabulary which is varied, interesting and precise. <input type="checkbox"/> Use a dictionary and thesaurus to define words and expand vocabulary.