Assessing Pupil Progress Handbook

Aireborough Learning Partnership
- a Co-operative Trust

A complete system
for assessing pupil progress
in core and foundation subjects
for Y1–Y6

In association with:

The Bishop Wheeler Catholic Academy Trust

Noctua
Train • Teach • Lead • Learn

Noctua recognises that there are many different ways to assess and record assessments and progress; it does not endorse any one particular method but recognises the importance of schools adopting a system that suits stakeholders and context.

Aireborough Learning Partnership
Whole School Assessment System

Introduction

This assessment system is designed to measure progress across all year groups in the Primary phase, from Year 1 through to year 6.

The system assumes that pupils are placed on to a 9 point scale at the conclusion of the EYFS and their progress towards the 'Nationally Expected Standard' is measured on this scale each year in all core subjects. The very large majority of pupils are expected to achieve the 'Nationally Expected Standard' at the end of each school year.

The 9 points relate to 3 broad bands:
- Emerging towards the 'Nationally Expected Standard'
- Working at 'Nationally Expected Standard'
- Exceeding the 'Nationally Expected Standard'

Each band is subdivided into 3 further sections to demonstrate small steps of progress:
- Emerging 1 (EM1), Emerging 2 (EM2), Emerging 3 (EM3)
- National Expectations 1 (NE1), National Expectations 2 (NE2), National Expectations 3 (NE3)
- Exceeding 1 (EX1), Exceeding 2 (EX2), Exceeding 3 (EX3)

Descriptors for each progress 'step' on the 9 point scale can be found on the 'Expected Progress' grid.

The 9 point scale is intended to be used for CORE subjects only – Reading, Writing, Maths and Science.

Foundations Subjects are assessed using a 3 point scale:
Emerging, Expected and Exceeding.

Placement on 9 point scale at conclusion of EYFS:

Placement onto the scale at the outset of Y1 is based on the following principles. EYFS scores for each Core area are taken from the following aspects:
- READING: Reading, Listening and Attention, Understanding & Speaking
- WRITING: Writing, Listening and Attention, Understanding & Speaking
- MATHS: Number, Listening and Attention, Understanding & Speaking
- SCIENCE: Knowledge of the world, Listening and Attention, Understanding & Speaking

Scores are gathered from the four areas. The lowest possible score is 4 points and the highest is 12. 4 points equates to EM1, 5 points to EM2, etc, up to 12 points – EX3.

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Progress Tracker Grids – Core Subjects Explained

Assessed position	Emerging 1 (EM1)	Emerging 2 (EM2)	Emerging 3 (EM3)	National Expectations 1 (NE1)	National Expectations 2 (NE2)	National Expectations 3 (NE3)	Exceeding 1 (EX1)	Exceeding 2 (EX2)	Exceeding 3 (EX3)
Assessed position from previous year (e.g. NE3-Y2)	< 30% of year group criteria met	30 - 54% of year group criteria met	55 - 79% of year group criteria met	80% of year group criteria met with occasional errors being made	85% of year group criteria met with rare errors being made	90% of year group criteria met confidently.	< 50% of exceeding year group criteria met	51 - 100% of exceeding year group criteria met	More able children. Can access some of the next year group expectations

Progress Tracker Grids – Foundation Subjects Explained

Emerging (EM)	National Expectations (NE)	Exceeding (EX)
< 80% of year group criteria met	80% of year group criteria met	> 90% of year group criteria met confidently, at a rapid pace and rare errors being made

Expected Progress YR-Y6

Assessed Position	Emerging 1 [EM1]	Emerging 2[EM2]	Emerging 3 [EM3]	National Expectations 1 [NE1]	National Expectations 2 [NE2]	National Expectations 3 [NE3]	Exceeding 1 [EX1]	Exceeding 2 [EX2]	Exceeding 3 [EX3]		
[EYFSP 4 strands] Assessed position from previous year (e.g. NE3-Y2)	4 < 30% of year group criteria met	5 30 - 54% of year group criteria met	6 55 – 79% of year group criteria met	7 80% of year group criteria met with occasional errors being made	8 85% of year group criteria met with rare errors being made	9 90%+ of year group criteria met confidently.	10-12 < 50% of exceeding year group criteria met	50 - 95%+ of exceeding year group criteria met	More able children. Can access some of the next year group expectations		
YR											
Y1											
Y2											
Y3											
Y4											
Y5											
Y6											

Reading

Reading

Reading Long terms Plans and Assessment

Context

In the English National Curriculum, objectives for Year 1 & 2 are the same, as are those for Years 3 & 4, and 5 & 6. This document breaks down NC objectives into expectations for each year group, and also into sections, as suggested by Focus Education, based on assessment focus.

Objectives in bold are considered Key Learning Objectives (Key Performance Indicators from the NAHT, 2014, broadly matched to these year group expectations as set out) and may need more time spending on them to ensure that the Year Group expectations are met.

Objectives marked in grey are for pupils who have mastered the year-group expectations and need some 'exceeding' expectations.

We have adapted some objectives to embed greater progression across the Year Groups.

Planning

Teachers should plan to teach the objectives below for their year group, remembering that these should be covered through the wider curriculum and English lessons as well as during Guided Reading. Objectives from the year groups above and below can be used to ensure we are providing an appropriate level of challenge, but teachers should aim for the majority of children to have a deep understanding and secure grasp of specific Year Group skills in a variety of contexts – 'mastery'. Teachers should revisit objectives throughout the year to consolidate and extend learning. Some of the objectives may need to be split into several sub-objectives, rather than being taught as one.

Assessing

Remembering that all groups are flexible, teachers should keep a copy of these grids for each group within their class and highlight the objectives in term colours to show achievement. Hashing can be used to show partial success. Names of children within groups should be recorded on the grids, as should movement between groups and dates.

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Reading

Year 1

Reading requirements – reading Green/Orange Book Band, some progressing to Turquoise/Purple Book Band.
Reading words
Apply phonic knowledge and skills as the route to decode words: ○ **Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5).** ○ **Read common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs.** **Read phonically decodable texts with confidence and accuracy.** **Read common exception words ('tricky words').** Read words containing taught GPCs and s, es, ing, ed, er, est endings. Read words of more than one syllable which contain taught GPCs. Read words with contractions (e.g. I'm, we'll); understand apostrophe represents omitted letter(s). Recognise and use the repetition of words and rhymes to aid reading. Re-read to build up fluency. Read accurately and confidently words of 2 or more syllables. Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.
Finding and understanding facts
Understand both the books (and other texts) they can already read accurately and fluently and those they listen to. Use prior knowledge to understand texts. Discuss and clarify word definitions, linking new meanings to known vocabulary. **Check that the text makes sense to them as they read and correct miscues,** re-reading if necessary. **Talk about the title and the events.** **Re-tell main events.** Re-read a passage if unhappy with own comprehension. Aware of mistakes made because reading does not make sense. Use illustrations as an important feature in aiding reading.
Finding and understanding clues
Begin to draw inferences from the text and / or the illustrations. **Make predictions based on the events in the text.** Explain what they understand about a text. Can predict what happens next in familiar stories.
Organisation
Understands the difference between fiction and non-fiction. Understand and talk about the main characteristics of the key stories known. Growing awareness of how non-fiction texts are organised.
Writer's choice
Identify narrative language. (added by MR from 'retell key stories orally using narrative language) Aware of which styles of language are traditionally used in particular genres of writing.

Reading

Year 1 (continued)

Readers' opinions
Develop pleasure in reading, motivation to read, vocabulary and understanding. Say what they like or dislike about a text. Talk about their responses in a group. Listen to others' ideas about a text. Tell someone about likes and dislikes related to story they have read or a story they have had read to them. Talk about favourite authors or genre of books.
Context
Listen to and discuss a range of texts – narrative, non-fiction and poems – at a level beyond that at which they can read independently. **Be very familiar with some key stories, including traditional and fairy tales.** Experience poems and rhymes. **Link what they read or hear read to their own experiences** to support inference and empathy, for example. Use context and vocabulary provided to understand texts.
Oral retelling and performance
Begins to use punctuation to vary pace and expression when reading aloud e.g. pauses at full stops, asks questions with different intonation. Learn some poems and rhymes by heart. Retell key stories orally using narrative language. Happy to read aloud in front of others.

Reading

Year 2

Reading requirements – reading Gold/White Book Band, some progressing to Lime Book Band.
Reading words
Apply phonic knowledge and skills to decode words (Phase 6): ○ **Read accurately by blending the sounds in words that contain the graphemes taught.** ○ **Recognise and read alternative sounds for graphemes.** ○ **Read accurately words of two or more syllables that contain the same GPCs as above.** Read words containing common suffixes. Read further common exception words. Read and notice unusual correspondence between grapheme and phoneme (e.g. wash, jealous). **Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending.** **Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.** **Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill.** Apply phase 6 phonic knowledge confidently.
Finding and understanding facts
Understand both the books (and other texts) that they can already read accurately and fluently and those that they listen to. **Read for meaning, checking that the text makes sense and correcting inaccurate reading.** **Locate information using contents and index.** **Recounts main themes and events by showing understanding of the main points of the text.** Answer and ask appropriate questions about events and characters. Discuss and clarify word definitions, linking new meanings to known vocabulary. Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary. Self-correct, look backwards and forwards in the text and search for meaning.
Finding and understanding clues
Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. Draw simple inferences from illustrations and text on the basis of events, character's actions, speech. **Make predictions on the basis of what has been read so far.** Answer questions and ask appropriate questions about inferred events and characters. Make sensible predictions about what is likely to happen in the story and to different characters. Comment on the way characters relate to one another. Identify and comment on main characters in stories and the way they relate to one another.
Organisation
Be aware that non-fiction books (and other texts) are structured in different ways. **Discuss the sequence of events in books (and other texts) and how items of information are related.** Begin to justify the organisation and presentation of different texts.
Writer's choice
Know and recognise simple recurring literary language in stories and poetry. Talk about favourite words and phrases. Answer and ask appropriate questions *about writer's choice*. Make links between spellings, punctuation and grammar that has been taught. Know how suspense and humour is built up in a story, including the development of the plot. Explain why they like particular words and phrases.

Reading

Year 2 (continued)

Readers' opinions
Develop pleasure in reading, motivation to read, vocabulary and understanding. **Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions** e.g. plot, settings, characters. Talk about and give an opinion on the above range of texts.
Context
Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. **Become increasingly familiar with a wider range of stories, fairy stories and traditional tales.** Use prior knowledge and context and vocabulary explored to understand texts. Recognise similarities in the plot or characters within different stories.
Oral retelling and performance
Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language. **Use punctuation to vary pace and expression when reading aloud** e.g. pauses at full stops, asks questions with different intonation. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Show understanding of the main points of the text and able to retell main points within the story. Enhance meaning through expression and intonation. Read poetry, using intonation and expression, and handle humour appropriately when needed.

Reading

Year 3

Reading requirements
Reading words
Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read longer texts, using independent strategies to ensure full understanding.
Finding facts
Understand what they read in books (and other texts) they can read independently. Check the text is meaningful. Explain the meaning of words in context. **Use dictionaries to check the meaning of unfamiliar words.** **Retrieve and record information from non-fiction.** Know which words are essential to retain meaning in order to begin to summarise. Use the features of non-fiction texts to locate information. Use text marking to identify key information.
Finding and understanding clues
Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence** e.g. how characters relate to each other. **Predict what might happen from details stated and implied.** Ask questions to improve understanding of a text. Use clues from action, dialogue and description to establish meaning. Infer reasons for actions and events based on evidence from the text. Make plausible predictions and justify them by referring to the text. Deduce from the evidence in the text what characters are like.
Organisation
Identify how structure and presentation contribute to the meaning of texts. **Begin to recognise some of the literary conventions in text types covered.** Know that non-fiction books (and other texts) are structured in different ways and be able to use them effectively. Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. Understand how paragraphs are used to organise and build up ideas.
Writer's choice
Discuss and record words and phrases that writers use to engage and impact on the reader e.g. what choice of verb has been used? Begin to realise that literary conventions in text types can influence a writer's choice / style. Make links between spellings, punctuation and grammar that has been taught. Evaluate how effectively specific text types have been written. Show awareness of writers' use of figurative language and how it is used to create effects. For example – simile and metaphor.

Reading

Year 3 (continued)

Readers' opinions
Begin to express opinions about how narrative books can be structured. For example, quest stories and stories with dilemmas. **Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.** Develop pleasure in reading, motivation to read, vocabulary and understanding. Choose books (and other texts) for specific purposes. Discuss responses to text. Relate events and characters' feelings to their own reading and personal experiences.
Context
Begin to recognise themes in text types covered. Identify the main idea of a text. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Know a wider range of stories, including fairy stories and legends. Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc. Investigate what is known about an historical setting and events and how they affect a text.
Oral retelling and performance
Orally re-tell some known stories. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation. Pause appropriately in response to punctuation and/or meaning.

Reading

Year 4

Reading requirements
Word reading
Apply phonic knowledge and skills to read unfamiliar words.
Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.
Apply knowledge of morphology and etymology to read and understand words.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Read longer texts, using independent strategies to ensure full understanding.
Finding and understanding facts
Check the text is meaningful, discussing understanding and explaining the meaning of words in context.
Use dictionaries to check the meaning of unfamiliar words.
Retrieve and record information from non-fiction by beginning to skim and scan.
Identify and summarise main ideas of a text (more than one paragraph).
Identify overview of the theme of a text.
Use scanning and text marking to find and identify key information.
Finding and understanding clues
Ask questions to improve understanding of a text.
Infer meanings and justify them with evidence from the text e.g. inferring characters' feelings, thoughts, motives from their actions.
Predict what might happen from details stated and implied (deduced information).
Explain the meaning of words in context (e.g. 'My heart raced').
Use inference and deduction to work out the characteristics of different people from a story.
Understand the bias in persuasive writing, including articles and advertisements.
Make relevant points to compare and contrast characters, finding evidence in the text.
Organisation
Know and recognise some of the literary conventions in text types covered.
Know and recognise themes in text types covered.
Understand and explain that narrative books are structured in different ways e.g. historical stories and fantasy stories.
Know non-fiction books (and other texts) are structured in different ways and be able to use them effectively.
Identify some text type organisational features e.g. narrative, explanation, persuasion.
Identify some text type language features e.g. narrative, explanation, persuasion.
Explain why text types are organised in a certain way.
Make connections between other similar texts, prior knowledge and experience.
Writer's choice

Reading

Year 4 (continued)

Discuss and record words and phrases that writers use to engage and impact on the reader.

Identify how the writer has used precise word choices for effect to impact on the reader.

Show understanding that literary conventions in text types can influence a writer's choice / style.

Identify how a sentence type can be changed by altering word order, tense, punctuation or by adding / deleting words.

Recognise how the meaning of sentences is created by word order and punctuation.

Identify how a writer uses language and punctuation to convey character.

Find and talk about how a writer uses vocabulary and grammatical features to create effects.

Readers' opinions

Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions and reasons for opinions.

Express a personal point of view about a text.

Develop pleasure in reading, motivation to read, vocabulary and understanding.

Explain ideas and opinions, giving reasons.

Listen to others' ideas and opinions about a text.

Begin to build on others' ideas and opinions about a text in discussion.

Raise queries about texts.

Give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)

Adapt own opinion in the light of further reading or others' ideas.

Context

Begin to understand simple themes in books (and other texts).

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.

Know a wider range of stories, including fairy stories, traditional tales and myths.

Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.

Make connections between other similar texts.

Make connections with prior knowledge and experience.

Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.

Identify formal and informal language.

Compare the language in older texts with modern Standard English.

Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.

Compare fictional accounts in historical novels with the factual account.

Oral retelling and performance

Orally re-tell some known stories.

Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (e.g. an embedded subordinate clause).

Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.

Reading

Year 5

Reading requirements
Word reading
Apply phonic knowledge and skills to read unfamiliar words. **Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.** Apply knowledge of morphology and etymology to read and understand words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read challenging texts, using independent strategies to ensure full understanding.
Finding and understanding facts
Understand books (and other texts) read independently. **Check that the book is meaningful and discuss what has been understood.** Read and re-read ahead to check for meaning. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. Distinguish between statements of fact and opinion. Identify significant ideas, events and characters and discuss their significance. **Retrieve, record and present information from more than one source of non-fiction e.g. when carrying out research.** **Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.** **Make notes from text marking.** Use scanning and text marking to find and identify key information. Summarise key information from different texts.
Finding and understanding clues
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. **Justify inferences with evidence from the text.** Make predictions from details stated and implied information. Raise queries about texts and ask questions to improve understanding. Infer meaning using evidence from the text, wider reading and personal experience. Empathise with different character's points of view.
Organisation
***Identify and comment on* how language, structure and presentation contribute to the meaning of a text.** Read books (and other texts) that are structured in different ways. Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. Use knowledge of structure of text type to find key information. Know the features of different narrative text types. For example – adventure, fantasy, myths. Know how the way a text is organised supports the purpose of the writing.

Reading

Year 5 (continued)

Writer's choice
Discuss and evaluate how authors use language, including figurative language, considering impact e.g. has the author intended to persuade / use bias / imply? ***Identify and comment on* writer's use of language for effect e.g. precisely chosen adjectives, similes and personification.** ***Identify and comment on* grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.** Identify how language, structure and presentation contribute to the meaning of a text. Explain how a writer's use of language and the grammatical features have been used to create effects and impact on the reader. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Identify formal and informal language.
Readers' opinions
Maintain positive attitudes to reading and understanding of what they read. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. **Explain a personal point of view, giving reasons for their view.** Listen to others' ideas and opinions about a text. Build on others' ideas and opinions about a text in discussion. Recommend books (and other texts) to peers, giving reasons for their choices. Present the author's viewpoint of a text. Present a personal point of view based on what has been read. Listen to other's personal point of view. Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE) Adapt own opinion in the light of further reading or others' ideas.
Context
Identify and discuss themes and conventions in and across a wide range of writing. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.** Identify the effect of the context on a text e.g. historical or other cultures. Read for a range of purposes. Make connections between other similar texts, prior knowledge and experience. Compare different versions of texts. Make comparisons between books (and other texts). **Explore the meaning of words in context, e.g. by using meaning-seeking strategies.** Raise queries about texts. Make connections between other similar texts, prior knowledge and experience. Compare different versions of texts. Identify formal and informal language. Compare texts by the same writer. Compare texts by different writers on the same topic.

Reading

Year 5 (continued)

Oral retelling and performance
Present an oral overview or summary of a text.
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Learn poems by heart e.g. narrative verse, haiku.
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.
Prepare to read aloud and perform showing understanding through intonation, tone, volume and action.

Reading

Year 6

Reading requirements
Reading words
Apply phonic knowledge and skills to read unfamiliar words.
Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
Use combined knowledge of phonemes and word derivations to pronounce words correctly. (e.g. arachnophobia, audience)
Read fluently, using punctuation to inform meaning.
Apply knowledge of morphology and etymology to read and understand words.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Read challenging (KS3) texts using independent strategies to ensure full understanding.
Finding and understanding facts
Understand books (and other texts) read independently.
Check that the book is meaningful and discuss what has been understood.
Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
Explain the main purpose of a text and summarise it.
Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.
Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.
Collate and organise information / points / evidence appropriately.
Distinguish between statements of fact and opinion.
Use a combination of skimming, scanning and text marking to find and collate information.
Re-present collated information.
Explain the main purpose of a text and summarise it succinctly.
Explain the key features, themes and characters across a text.
Finding and understanding clues
Draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions.
Develop explanations to justify inferences.
Predict what might happen from details stated and implied from across a text.
Raise queries about texts.
Ask questions to extend understanding.
Draw inferences from subtle clues across a complete text.
Explain how and why a text has impact on a reader.
Identify how characters change during the events of a longer novel.
Comment on the development of themes in longer novels.
Explain the key features, themes and characters across a text.

Reading

Year 6 (continued)

Organisation
Identify, comment (with consideration of impact) and back up views on how language, structure and presentation contribute to the meaning and effectiveness of a text (e.g. is it clear, attractive, easy to fact-find).
Read books (and other texts) that are structured in different ways.
Identify and discuss the conventions of different text types.
Recognise texts that contain features from more than one text type.
Explain the structural devices used to organise a text.
Comment on the structural devices used to organise the text.
Read several texts on the same topic to find and compare information.
Compare and contrast characters, themes and structure in texts by the same and different writers.
Writer's choice
Identify, comment (with consideration of impact) and back up views on writer's choice of language.
Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension.
Explain and comment on explicit and implicit points of view.
Identify how language, structure and presentation contribute to the meaning of a text.
Identify and discuss the conventions of different text types.
Compare and contrast the language used in two different texts.
Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
Identify how writers manipulate grammatical features for effect.
Analyse why writers make specific vocabulary choices.
Readers' opinions
Maintain positive attitudes to reading and understanding of what they read.
Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Express a personal point of view about a text, giving reasons linked to evidence from texts.
Identify and discuss themes and conventions in and across a wide range of writing and longer texts.
Present a personal point of view based on what has been read.
Explain a personal point of view (e.g. about organisation, presentation, writers' choice), giving reasons and evidence from text for their view.
Provide reasoned justifications for their views.
Listen to others' ideas and opinions about a text.
Build on others' ideas and opinions about a text in discussion.
Recommend books (and other texts) to peers, giving reasons for their choices.
Present and explain the author's viewpoint in a text.
Present a counter-argument in response to others' points of view.
Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
Explain the author's viewpoint in a text and present an alternative point of view.
Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).
Present a counter-argument in response to others' points of view using evidence form the text and explanation – PEE.

Reading

Year 6 (continued)

Context
Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions)
Become familiar with a range of books, including modern fiction, poetry, plays.
Identify and explain the effect of the context on a text. For example, historical or geographical.
Read for a range of purposes.
Make connections between reading and prior knowledge and experience; explain the links.
Raise queries about texts.
Ask questions to extend understanding.
Read non-fiction texts to support other curriculum areas.
Compare and contrast the styles of different writers with evidence and explanation.
Evaluate the styles of different writers with evidence and explanation.
Compare and contrast characters, themes and structure in texts by the same and different writers.
Recognise the impact of the social, historical, cultural on the themes in a text.
Oral retelling and performance
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Learn poems by heart e.g. narrative verse, sonnet.
Present an oral overview or summary of a text.
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.
Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

Writing

Writing Long terms Plans and Assessment

Context

In the National Curriculum, objectives for Year 1 & 2 are the same, as are those for Years 3 & 4, and 5 & 6. This document breaks down NC objectives into expectations for each year group, and also into sections, as suggested by Focus Education, based on assessment focus.

Objectives in bold are considered Key Learning Objectives (Key Performance Indicators from the NAHT, 2014, broadly matched to these year group expectations as set out) and may need more time spending on them to ensure that the Year Group expectations are met.

Objectives marked in grey are for pupils who have mastered the year-group expectations and need some 'exceeding' expectations.

We have adapted some objectives to embed greater progression across the Year Groups.

Planning

Teachers should plan to teach the objectives below for their year group, remembering that these should be covered through the wider curriculum and English lessons as well as during English lessons. Objectives from the year groups above and below can be used to ensure we are providing an appropriate level of challenge, but teachers should aim for the majority of children to have a deep understanding and secure grasp of specific Year Group skills in a variety of contexts – 'mastery'. Teachers should revisit objectives throughout the year to consolidate and extend learning. Some of the objectives may need to be split into several sub-objectives, rather than being taught as one.

Assessing

Remembering that all groups are flexible, teachers should keep a copy of these grids for each group within their class and highlight the objectives in term colours to show achievement. Hashing can be used to show partial success. Names of children within groups should be recorded on the grids, as should movement between groups and dates.

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Writing

Year 1

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Speak loudly and clearly enough to communicate meaningfully. Ask questions about matters of immediate interest. Express feelings and ideas when talking about matters of immediate interest. Start to develop ideas by adding detail to their speech. Start to understand how to take turns when speaking. Start to listen to others and respond appropriately. Join in with imaginative play taking on roles of familiar characters. Speak in complete sentences, after modelling and as appropriate. Retell a familiar story in sentences, using narrative language. Recount an event or experience in sentences. Begin to understand how to change language when speaking to different listeners. For example – peers and adults. Retell a known story, remembering detail and adding own point of view. Change an event or character in a familiar story when asked to do so. Use appropriate language to ensure the listener knows when something happened. Understand consequences of what is said to others. Summarise the outcome of collaborative talk.
Transcription – Phonics/Spelling
Pupils should know how to spell: **Words containing each of the 40+ phonemes already taught.** Common exception words. The days of the week **Pupils should know how to:** **Name the letters of the alphabet in order.** Use letter names to show alternative spellings of the same phoneme. **Pupils should know how to add prefixes and suffixes:** Use the spelling rule for adding s or es for plural. Use the prefix un. Use the spelling rule for adding s or es for verbs in 3rd person singular. Add ing, ed, er, est where no change is needed to the root words. **Pupils should know how to apply simple spelling rules:** Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. **Write from memory simple sentences dictated by the teacher that include words taught so far.** Sound out spelling when not sure and come up with phonetically plausible attempts at spelling longer words. Spell almost all words in the Year 1 and 2 lists correctly.

Writing

Year 1 (continued)

Transcription - Handwriting
Pupil should be able to:
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.
Know which letters sit below the line and which are tall letters.
Consistent in the use of small case and capital letters.
Composition
Pupils should be able to write sentences:
Say out loud what is to be written about.
Talk about ideas to use in writing.
Compose a sentence orally before writing it.
Sequence sentences to form short narratives.
Sequence sentences in chronological order to recount an event or an experience.
Re-read what they have written to check that it makes sense.
Discuss what they have written with the teacher or other pupils.
Read aloud writing clearly enough to be heard by their peers and the teacher.
Sequence a short story or series of events related to learning in science, history or geography.
Start a story by introducing a character.
Organise writing so that the purpose is clear.
Vocabulary, Grammar and Punctuation
Leave spaces between words.
To understand the concept of a sentence.
Join words and sentences using and.
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Pupils should be able to use the terminology:
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
Use adverbs to start sentences. For example – Slowly…, Carefully…, Fortunately…,
Use pronouns to avoid repetition.
Make sentences longer and use words other than 'and' and 'then' to join ideas together.
Use new vocabulary for the first time and be excited about experimenting with new vocabulary.

Writing

Year 2

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Talk about topics that are of interest to them or which they enjoy. Ask questions to gain information and to clarify meaning. Begin to develop and explain their ideas. Express themselves using complete sentences when required. Make more specific vocabulary choices. For example – technical language. Usually listen carefully and respond appropriately. Take turns when talking in pairs or small groups. Offer appropriate comments in paired or small group discussions. Begin to be aware that formal and informal situations require a different role and language. Retell a familiar story using narrative language and linking words and phrases. Recount an event or an experience in sentences, using specifically chosen vocabulary. Perform a simple poem from memory. Hold the attention of listeners by adapting the way they talk. Begin to understand how to speak for different purposes and audiences. Use a different style, tone and loudness of speech when speaking to a larger audience. Help the discussion go down well by listening and responding to others' ideas. Draw up a set of questions about a set of artefacts that is shared or discussed with the class. Explain main things learnt from a presentation by someone. Draw up a hypothesis in science. Talk about personal feelings when reflecting on a story. Organise persuasive language with a clear view as to who it is pitched at. Know when to vary voice and language to express feelings at a key moment. Ensure instructions follow one another in sequence. Decide how to present a poem dramatically, using all members of the group.
Transcription – Phonics/Spelling
Pupils should know how to spell: **Segment spoken words into phonemes and record these as graphemes**. Spell many common words correctly using segmenting. **Learn additional alternative ways of spelling phonemes.** **Learn some words with different alternative spellings, including a few common homophones.** Common exception words. Words with contracted forms. Recognise homophones and near-homophones. **Pupils should be able to add suffixes:** Spell longer words using suffixes such as ment, ness, ful, less, ly. **Pupils should know how to apply simple spelling rules:** Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Write from memory simple sentences dictated by the teacher that include words taught so far. Use a dictionary to check spellings of words.

Writing

Year 2 (continued)

Transcription - Handwriting
Pupils should know how to:
Form lower-case letters of the correct size relative to one another.
Begin to use some of the diagonal and horizontal strokes needed to join letters.
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.
Write fluently using accurate letter formations.
Write accurately and with increasing speed.
Composition
Pupils need to develop a positive attitude towards and stamina for writing:
Write narratives about personal experiences and those of others (real and fictional).
Write about real events.
Write poetry.
Write for different purposes.
Pupils should consider what they are going to write before beginning:
Discuss ideas for the content of writing.
Plan the content of writing and write down ideas.
Write down or annotate plan with key language and vocabulary.
Orally rehearse structured sentences or sequences of sentences.
Pupils should make simple additions, revisions and corrections:
Evaluate writing independently and/or with teacher.
Evaluate writing with peers.
Make improvements to writing after evaluation.
Re-read to check that writing makes sense.
Re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form.
Proof –read to check for errors in spelling, grammar and punctuation.
Read aloud own writing with appropriate intonation to make the meaning clear.
Write a narrative with a clear beginning, middle and end with events sequenced logically.
Use simple layout features of non-fiction text types taught so far.
Use some words and phrases that they come across in reading.

Writing

Year 2 (continued)

Vocabulary, Grammar and Punctuation
Pupils should use both familiar and new punctuation correctly: **Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences.** **Punctuate sentences using commas for lists.** Punctuate sentences using apostrophes to mark contractions. Punctuate sentences using apostrophes to mark singular possession. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. **Pupils should develop sentences construction:** Use different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify, e.g. the blue butterfly. **Use present and past tenses correctly and consistently including the progressive form.** **Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).** Understand and begin to use some features of written Standard English. **Pupils should be able to use the terminology**: Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command. Understand the terminology. Use the terminology to talk about own writing. Use specific nouns where needed. For example – terrier instead of dog. Use time adverbials/adverbials other than first, next etc to move events on in narrative. For example – A few minutes later…, In the Spring…, At midnight…

Writing

Year 3

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Talk and listen confidently in different situations. Show they have listened carefully by asking relevant questions. Develop and explain their ideas giving reasons. Sequence and communicate ideas in an organised and logical way in complete sentences as required. Vary the amount of detail dependent on the purpose and audience. Participate fully in paired and group discussions. Show understanding of the main points in a discussion. Vary the use and choice of vocabulary dependent on the audience and purpose. Start to show an awareness of how and when standard English is used. Retell a story using narrative language and added relevant detail. Perform poems from memory adapting expression and tone as appropriate. Show they have listened carefully through making relevant comments. Formally present ideas or information to an audience. Recognise that meaning can be expressed in different ways dependent on the context. Begin to adapt use of language to meet the needs of the audience/listener. Speak with good diction so that those at the rear of audience can hear clearly what is said. Talk about personal feelings in relation to the way a story starts and ends. Ensure that persuasive talk provokes a strong response. Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different. Make use of what is learnt from a discussion, presentation or broadcast. Ensure the language and structure used when giving instructions are appropriate for the task. Give instruction with clear diction so that everything can be heard and understood. Adapt instructions to suit different audiences. For example – adults or younger children. Happy to suit to attempt different roles/responsibilities according to what is needed. Happy to take different viewpoint to influence feelings about a character or situation.
Transcription – Phonics/Spelling
Pupils should know how to spell: Words with additional prefixes and suffixes and understand how to add them to root words. For example-form nouns using super, anti, auto. Recognise and spell additional homophones. For example-he'll, heel, heal. Use the first two or three letters of a word to check its spelling in a dictionary. Word families based on common words. For example-solve, solution, solver. Spell identified commonly misspelt words from Year3 and word list. **Pupils should know how to apply spelling rules and strategies:** Identify the root in longer words. Make analogies from a word already known to apply to an unfamiliar word. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Spell accurately all spellings from the Year 3 and 4 lists.

Writing

Year 3 (continued)

Transcription - Handwriting
Pupils should practise and develop fluency of joined script: Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another are best left unjoined. Increase the legibility, consistency and quality of their handwriting: ○ down strokes of letters are parallel and equidistant ○ lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch Write fluently using accurate letter formations. Write accurately and with increasing speed.
Composition
Pupils should plan writing: Look at and discuss models of writing of the text type, purpose and audience to be written, noting ○ Structure ○ Grammatical feature ○ Use of vocabulary Discuss and record ideas for writing. Annotate plan with key language and vocabulary. **Pupils should draft and write:** Compose sentences using a wider range of structures linked to the grammar objectives. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences. **Group related materials together to form simple paragraphs.** **Write a narrative with a clear structure, setting, characters and plot.** **Write non-narrative using simple organisational devices such as headings and sub-headings.** **Pupils should evaluate and edit:** Self-assess the effectiveness of writing. Assess writing with peers. Suggest improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. **Proof-read to check for errors in spelling and punctuation errors.** Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Vary the use of adjectives and adverbs to create particular effects. Give careful thought to the planning of writing. Make changes to writing when editing to create better effects/impact on the reader. Use paragraphs to show the difference between different information and events. Use detail and vocabulary to interest and engage the reader. Write narrative with a clearly defined ending. Choose the most appropriate style of writing to suit the purpose and audience. For example – poems, lists, letters, reports.

Writing

Year 3 (continued)

Vocabulary, Grammar and Punctuation
Pupils should develop understanding of grammatical features: Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. **Use the perfect form of verbs to mark relationships of time and cause.** **Use conjunctions, adverbs and prepositions to express time and cause.** **Pupils should indicate grammatical features with punctuation**: **Begin to use inverted commas to punctuate direct speech.** **Pupils should use the terminology:** Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause. Understand the terminology. Use the terminology to talk about own writing. Use words that haven't been used before to interest and engage the reader. Attempt to make links between paragraphs. Use strong verbs to give information about a character. Use adverbials of time and place to open sentences. For example – One misty morning…, On the far side of the forest… Use embedded relative clauses to add detail and mark with commas. Check punctuation and use speech marks and apostrophes accurately.

Writing

Year 4

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Talk and listen confidently in a wide range of contexts. Ask questions to clarify or develop understanding. Give an answer and justify it with evidence. Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. Show understanding of the main points and significant details in a discussion. Show they have listened carefully through making relevant comments. Increasingly able to adapt what they say to meet the needs of the audience. Vary the use and choice of vocabulary dependent on the audience/purpose. Vary the amount of detail dependent on the purpose and audience. Show understanding of how and why language choices vary in different contexts. Use some features of Standard English. Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. Understand when the context requires the use of Standard English. Prepare and deliver talk to the class on an aspect of learning in science, history or geography. Present a strong argument in a formal debate on an issue, using the language and procedures of debating. Propose and discuss possible explanations and questions as a basis for planning an investigation. Develop a group presentation that reports recent learning to the class with grammar and vocabulary appropriate to the subject. Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing. Comment on the language used in the arguments presented in the debate. Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement. Reflect on and evaluate dramatic presentations and those of others. Explain the advantages and disadvantages of the formal rules of debating. Show good understanding of what has been said and introduce new ideas that are valid.
Transcription – Phonics/Spelling
Pupils should know how to spell: Words with additional prefixes and suffixes and understand how to add them to root words. For example-form nouns using super, anti, auto. Recognise and spell additional homophones. For example - accept and except, whose and who's. Use the first two or three letters of a word to check its spelling in a dictionary. Spell identified commonly misspelt words from Year3 and 4 word lists. **Pupils should know how to apply spelling rules and strategies:** Identify the root in longer words. Use syllables to divide words. Make analogies from a word already known to apply to an unfamiliar word.

Writing

Year 4 (continued)

Transcription - Handwriting
Pupils should practise and develop fluency of joined script: Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another are best left unjoined. Increase the legibility, consistency and quality of their handwriting: • down strokes of letters are parallel and equidistant • lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Composition
Pupils should plan writing: Look at and discuss models of writing of the text type, purpose and audience to be written, noting ○ Structure ○ Grammatical features ○ Use of vocabularly Discuss and record ideas for writing. Annotate plan with key language and vocabulary. **Pupils should draft and write:** Compose sentences using a wider range of structures linked to the grammar objectives. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences. **Organise writing in paragraphs with clear themes.** Begin to open paragraphs with topic sentences. **Write a narrative with a clear structure, setting, characters and plot.** Write non-narrative using simple organisational devices appropriate to the text type. **Pupils should evaluate and edit:** Self-assess the effectiveness of writing. Assess writing with peers. Suggest improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. **Proof-read to check for errors in spelling and punctuation errors.** Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Try different sentences lengths and types to create particular effects. Choose word order in sentences for interest or clarity. Check to see if there are any sentences that can be re-organised so as to give writing a greater impact. Choose and find precise and effective vocabulary according to the purpose, audience and desired effect. Develop character through description and dialogue. Develop character interaction through action and dialogue. Recognise when a simile may generate more impact than a metaphor, and vice versa. Re-order sentences when editing to create specific effects.

Writing

Year 4 (continued)

Vocabulary, Grammar and Punctuation
Pupils should develop understanding of grammatical features: Use a range of sentences with more than one clause. **Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.** **Use fronted adverbials; Later that day, I went shopping.** Use expanded noun phrases with modifying adjectives and prepositional phrases; The strict teacher with curly hair. **Pupils should indicate grammatical features with punctuation:** **Use inverted commas to punctuate direct speech.** **Use other punctuation in direct speech, including a comma after the reporting clause.** Use apostrophes to mark plural possession. Use commas after a fronted adverbial. **Pupils should use the terminology:** Pronoun, possessive pronoun, adverbial, determiner. Understand the terminology. Use the terminology to talk about own writing. Use the power of three to show action and pace. For example – Charlie lifted his bag, opened the gate and set off down the overgrown path. Try different ways of starting sentences. For example – ed, ing, simile. Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural. Use commas correctly in complex sentences and with fronted adverbials.

Writing

Year 5

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Talk and listen confidently in a wide range of contexts, including some that are formal. Engage the interest of the listener by varying their expression and vocabulary. Adapt spoken language to the audience, purpose and context. Explain the effect of using different language for different purposes. Develop ideas and opinions with relevant detail. Express ideas and opinions, justifying a point of view. Show understanding of the main points, significant details and implied meanings in a discussion. Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views... Begin to use standard English in formal situations. Perform their own compositions, using appropriate intonation and volume so that the meaning is clear. Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. Understand and begin to select the appropriate register according to the context. Organise and shape a talk, making connections between ideas and drawing on different points of view. Use standard English appropriately. Use persuasive language and techniques to influence the listener. Show understanding of how and why language choices vary in their own and others' talk in different circumstances. Sustain listening to different sources, retaining or noting key information. Speak in extended turns to express ideas and opinions, with some relevant detail. Vary vocabulary, grammar, and non-verbal features to suit audience, purpose and context. Sustain listening to different sources, retaining or noting key information. Listen to others in discussion and link own ideas clearly to others' views.
Transcription – Phonics/Spelling
Pupils should know how to: Form verbs with prefixes. For example: dis, de, mis, over and re. **Convert nouns or adjectives into verbs by adding a suffix. For example: ate, ise, ify.** Understand the general rules for adding prefixes and suffixes above. Spell some words with silent letters, e.g. knight, psalm, solemn. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from the Year 5 and 6 word lists. Understand that the spelling of some words needs to be learnt specifically. 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. Use a range of spelling strategies.

Writing

Year 5 (continued)

Transcription - Handwriting
Pupils should: Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choose the writing implement that is best suited for a task, e.g. quick notes or letters.
Composition
Pupils should plan writing: **Identify the audience for, and the purpose of the writing.** **Select the appropriate form and register for the audience and purpose of the writing.** Note and develop initial ideas. Use knowledge of a writer's craft from their reading. Use knowledge from research. In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. **Pupils should draft and write:** Use the appropriate grammar and vocabulary choices for the audience and purpose. Understand how grammar and vocabulary choices can change and enhance meaning. Understand how grammar and vocabulary choices create impact on the reader. **In narratives, integrate description, action and dialogue to convey character and plot.** Précis short passages, conveying key information. Use a range of devices to build cohesion within and across paragraphs. **Pupils should evaluate and edit writing:** Assess the effectiveness of their own and others' writing. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **Ensure the consistent and correct use of tense throughout a piece of writing.** Ensure the correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing. Distinguish between the formal and informal spoken and written language. **Proof read for spelling and punctuation errors.** Perform their own compositions, using appropriate intonation; volume and movement so that meaning is clear. Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events. Use changes in time and place to guide the reader through the text. Use paragraphs to organise information logically and shape a non-fiction text effectively. Sustain and develop ideas within a paragraph, introducing it with a topic sentence. Close text with reference to its opening. Vary sentence length for meaning and effect. Re-order sentences to create impact on the reader. Make thoughtful changes when editing to create intended effects.

Writing

Year 5 (continued)

Vocabulary, Grammar and Punctuation
Pupils should develop their understanding of grammatical features: **Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.** **Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs.** **Use modal verbs or adverbs to indicate degrees of possibility.** Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. **Pupils should indicate grammatical features with punctuation:** **Use commas to clarify meaning or avoid ambiguity in writing.** Use brackets, dashes or commas to indicate parenthesis. **Pupils should use the terminology:** Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity. Understand the terminology. Use the terminology. Use the terminology to talk about own writing. Expand sentence starters. For example – Early one misty morning…, Paralysed by fear… Embed ed and ing clauses. For example – Dan, tired of waiting, dived into the cool, inviting water. Use expanded noun phrases to add well thought out detail to writing. Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses. Use dialogue effectively and punctuate it accurately.

Writing

Year 6

Writing requirements
Spoken Language
Teachers should plan age related opportunities across the curriculum to evidence pupil's knowledge, understanding and skills in this aspect. **Pupils should be taught to:** Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. Ask questions to develop ideas and make contributions that take account of others' views. Use evidence to support ideas and opinions. Explain ideas and opinions, elaborating to make meaning explicit. Take an active part in discussions, taking different roles. Use hypothetical and speculative language to express possibilities. Use standard English fluently in formal situations. Debate an issue, maintaining a focused point of view. Use the formal language of persuasion to structure a logical argument. Perform their own compositions, using appropriate intonation and volume so that the literal and implied meaning is made clear. Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, context and atmosphere. Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Pay close attention to and consider the views and opinions of others in discussions. Make contributions to discussions, evaluating others' ideas and responding to them. Understand and select the appropriate register according to the context. Adapt spoken language confidently according to the demands of the context. Understand that there are different registers and levels of formality with Standard English and that this is dependent on the context. Make considered choices about the register and vocabulary to engage the audience, according to the context. Ask pertinent questions to develop and extend ideas. Articulate ideas and opinions, using evidence and explanation to support. Participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining. Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion. Debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view. Explore complex ideas and feelings in a range of ways, both succinct and extended. Maintain generally controlled and effective organisation of talk to guide the listener. Perform their own compositions, using appropriate intonation and volume and expression to engage their audience. Perform poems and plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.
Transcription – Phonics/Spelling
Pupils should know how to: Convert verbs into nouns by adding suffixes. For example: tion, ure. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from the Year 5 and 6 word lists. Understand that the spelling of some words needs to be learnt specifically. **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. Use a range of spelling strategies.

Writing

Year 6 (continued)

Transcription - Handwriting
Pupils should:
Write legibly, fluently and with increasing speed.
Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
Choose the writing implement that is best suited for a task, e.g. quick notes or letters.
Composition
Pupils should plan writing:
Identify the audience for, and the purpose of the writing.
Select the appropriate form and register for the audience and purpose of the writing.
Note and develop initial ideas.
Use knowledge of a writer's craft from their reading.
Use knowledge from research.
Pupils should draft and write:
Use the appropriate grammar and vocabulary choices for the audience and purpose.
Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader.
In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the plot.
Précis longer passages, conveying key information.
Use organisational and presentational devices to structure text and guide the reader. For example; headings, bullet points, underlining.
Pupils should evaluate and edit writing:
Assess the effectiveness of their own and others' writing.
Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Ensure the consistent and correct use of tense throughout a piece of writing.
Ensure the correct subject and verb agreement when using singular and plural.
Distinguish between the language of speech and writing.
Distinguish between the language of speech and writing and choose 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.
Choose the appropriate style and form for the purpose and audience of the writing.
Use techniques to engage the reader. For example – personal comments, opening hook, flashback.
Write paragraphs with a clear focus.
Write paragraphs with different structures and lengths.
Use different sentence structures and lengths to suit the purpose and audience of the writing.
Use a range of sentence types for impact and specific effect on the reader.
Summarise longer text precisely, identifying key information.
Make thoughtful changes when editing to create an intended impact on the reader.

Writing

Year 6

Vocabulary, Grammar and Punctuation
Pupils should develop their understanding of grammatical features:
Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech.
Use the subjunctive where appropriate in formal writing and speech.
For example; If I were to insist, it's essential that he be available.
Use passive verbs to affect the presentation of information in a sentence.
Use expanded noun phrases to convey complicated information concisely.
Pupils should indicate grammatical features with punctuation:
Use hyphens to avoid ambiguity.
Use semi-colons, colons or dashes to mark boundaries between the main clauses.
Use a colon to introduce a list.
Punctuate bullet points consistently.
Pupils should use the terminology:
Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis.
Understand the terminology.
Use the terminology to talk about own writing.
Link ideas within and between paragraphs with a range of cohesive devices. For example – connecting adverbs/adverbials, use of pronouns.
Control complex sentences, manipulating the clauses to achieve specific effects.
Use punctuation to convey and clarify meaning, including colon and semi colon.
Make precise and specific word choices according to the text type and audience.
Use the passive voice confidently. For example – to create suspense or in a science investigation or historical or geographical report.
Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

Maths

Maths Long terms Plans and Assessment

Context

In the National Curriculum, objectives are given for each Year Group for mathematics. Those objectives are reflected here.

Planning

Teachers should plan to teach the objectives below for their year group, remembering that these should always be used and applied across a variety of contexts to give context to learning and bring in real life skills.

Teachers should plan a balance of number and non-number based maths each half term to give children an interesting, balanced curriculum and must revisit objectives throughout the year to consolidate and extend learning. Some of the objectives may need to be split into several sub-objectives, rather than being taught as one.

Objectives in bold are considered Key Learning Objectives (Key Performance Indicators from the NAHT, 2014) and therefore need more time spending on them.Objectives in grey are for pupils who have mastered the Year Group expectations and need some ‘exceeding ‘objectives to provide challenge.

Assessing

Remembering that all groups are flexible, teachers should keep a copy of these grids for each group within their class and highlight the objectives in term colours to show achievement. Hashing can be used to show partial success. Names of children within groups should be recorded on the grids, as should movement between groups and dates.

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Maths

Year 1

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
- **Count reliably well beyond 100**
- **Count on and back in 3s from any given number to beyond 100**

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 such as 7 = ☐ - 9
- Say the number that is 10 more or 10 less than a number to 100
- Know the signs (+); (-); (=); (<); (>)
- Apply knowledge of number to solve a one-step problem involving an addition, subtraction
- Add and subtract 1-digit and 2-digit numbers to 50, including zero

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
- Apply knowledge of number to solve a one-step problem involving simple multiplication and division

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

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**
- Recognise all coins and notes and know their value
- Use coins to pay for items bought up to £1
- Use knowledge of time to know when key periods of the day happen, e.g., lunchtime, home time, etc.

Geometry: position and direction

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

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]**
- Recognise different 2D and 3D shapes in the environment

Maths

Year 2

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 correctly**
- read and write numbers to at least 100 in numerals and in words
- **use place value and number facts to solve problems**
- **Count reliable up to 1000 in 2s, 5s and 10s**
- **Count on and back in multiples of 4, 8, 25 and 0 and 100 from any given number to beyond 1000**

Addition and subtraction

- **solve problems with addition and subtraction:**
  - **using concrete objects and pictorial representations, including those involving numbers, quantities and measuresmass/ weight**
  - **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
- Apply knowledge of number up to 100 to solve a one-step problem involving addition and subtraction.
- Add and subtract two 2-digit and numbers to 100
- Use an appropriate strategy to add and subtract numbers that move between and through 100, e.g., 97 + 7; 103 – 8

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 (×), division (÷) 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**
- Apply knowledge of number up to 100 to solve a one-step problem involving simple multiplication and division

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 $\frac{1}{2}$**
- **Add and subtract fractions with a common denominator**

Measurement

- 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
- 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
- Apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context
- Measure, compare, add and subtract using common metric measure
- Tell time to 5 minute intervals in both analogue and digital and relate one to the other

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: position and direction

- order and arrange combinations of mathematics objects in patterns and sequences
- **use mathematical vocabulary to describe position, direction and 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)**
- **Know about right angles and where they can be seen in the environment**

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

Maths

Year 3

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**
- Recognise the value of each digit in a 4-digit number and the value of a tenth
- Being to have an understanding about negative numbers recognising they are smaller than zero

Addition and subtraction

- **add and subtract numbers mentally, including:**
  - **a three-digit number and ones**
  - **a three-digit number and ten**
  - **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
- Add and subtract numbers with any number of digits using formal written methods

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
- Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?
- Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'

Fractions

- **count up and down in tenths; recognise that a tenth arises 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, find and write 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above
- Can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000

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]
- Use knowledge of number to solve problems related to money, time and measures
- Measure, compare, add and subtract more complex problems using common metric measures set out in Kg, g; Kl, l: Km and m, etc
- Can relate knowledge of time to problems related to timetables

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
- Know that the total internal angles of a triangle measure 180°

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

Maths

Year 4

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
- Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems
- Relate tenths and hundredths to fractional values
- Round any number to 100,000 to the nearest 10, 100, 1000 or 10000

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**
- Solve multi-step problems involving more than one of the operations

Multiplication and division

- **recall multiplication and division facts for multiplication tables up to 12 × 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
- Rapidly recall answer when multiplying and dividing a whole or decimal number by 10
- Solve multi-step problems involving more than one of the operations

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**
- Collect own data on given project and present information in graphical formats of their choosing

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**
- Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography
- Compare and add fractions whose denominations are all multiples of the same number
- Use a 24-hour timetable to find out times for a journey between various places

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
- Use knowledge of perimeter to work out perimeter of large areas around school using meters and centimetres

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: 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**

Maths

Year 5

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 100 000
- 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
- Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects
- Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating
- Link working across zero for positive and negative numbers to work time between BC and AD in history

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.
- Calculate number problems algebraically, e.g., 2x – 3 = 5

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**
- Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method
- Recognise the symbol for square root (√) and work out square roots for numbers up to 100

Year 5 (continued)

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 [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- 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
- **read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]**
- 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 $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}$ 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes**
- estimate volume [for example, using 1 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
- Use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc
- Relate imperial measures still used regularly in our society to their metric equivalents, e.g. miles to KM and lbs to Kg
- Use a range of timetables to work out journey times on a fractional journey around the world, e.g. how long would it take to reach the rainforests in the Amazon

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 (°)**
- identify:
  - angles at a point and one whole turn (total 360°)
  - angles at a point on a straight line and 21 a turn (total 180°)
  - other multiples of 90°
- 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**
- Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables

Maths

Year 6

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

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**
- Multiply all integers, (using efficient written methods) including mixed numbers and negative numbers

Fractions

- 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 equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- 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, in different contexts**
- Compare, order and convert between fractions, decimals and percentages in contexts related to science, history or geography learning

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 [e.g. 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**

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 2 variables
- Move beyond squared and cubed numbers to calculate problems such as X x 10n where n is positive
- Use +, ≠, ≤, ≥ correctly
- Recognise an arithmetic progression, and find the nth term

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^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
- Use four operations with mass, length, time, money and other measures, including with decimal quantities
- Crease a scaled model of a historical or geographical structure showing an acceptable degree of accuracy using known measurements
- Calculate costs and time involved to visit a destination in another part of the world

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 vertically opposite; find missing angles

Year 6 (continued)

Geometry: position and direction
• describe positions on full coordinate grid (4 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 • Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables and answer specific questions related to their research

Science

Science Long terms Plans and Assessment

Planning

Teachers should plan to teach a science curriculum for their year group which enables pupils to achieve the key assessment criteria below, remembering that these should always be applied in a variety of contexts to give context to learning. Teachers may wish to supplement these key assessment criteria (taken from Focus Education 'Key Assessment Criteria') with other criteria if they feel this adds value.

Objectives in bold are considered Key Learning Objectives (Key Performance Indicators) and therefore need more time spending on them.

Objectives in grey are 'exceeding' objectives to be used for those pupils considered to be working above the Nationally Expected standard for each year group and have been taken from the non-statutory guidance of the science National Curriculum 2014.

Assessing

Remembering that all groups are flexible, teachers should keep a copy of these grids for each group within their class and highlight the objectives in term colours to show achievement. Hashing can be used to show partial success. Names of children within groups should be recorded on the grids, as should movement between groups and dates.

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Science

Year 1 and Year 2

Working scientifically (Y1 and Y2)

- **I can ask simple scientific questions.**
- **I can use simple equipment to make observations.**
- **I can carry out simple tests.**
- **I can identify and classify things.**
- **I can suggest what I have found out.**
- **I can use simple data to answer questions**
- **I think of my own scientific question and investigate it independently.**
- **I select my own equipment to test my ideas.**
- **I can identify and classify things independently and am able to present my findings in a variety of ways.**

Biology

Plants – Y1

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Plants – Y2

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Living things and their habitats – Y2

- I can identify things that are living, dead and never lived.
- I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).
- I can identify and name plants and animals in a range of habitats.
- I can match living things to their habitat.
- I can describe how animals find their food.
- I can name some different sources of food for animals.
- I can explain a simple food chain.

Animals, including humans – Y1

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Animals, including humans – Y2

- I can explain the basic stages in a life cycle for animals, including humans.
- I can describe what animals and humans need to survive.
- I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Everyday materials – Y1

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

Everyday materials – Y2

- I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- I can suggest why a material might or might not be used for a specific job.
- I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Physics

Seasonal changes – Y1

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

Year 3 and Year 4

Working scientifically (Y3 and Y4)

- **I can ask relevant scientific questions.**
- **I can use observations and knowledge to answer scientific questions.**
- **I can set up a simple enquiry to explore a scientific question.**
- **I can set up a test to compare two things.**
- **I can set up a fair test and explain why it is fair.**
- **I can make careful and accurate observations, including the use of standard units.**
- **I can use equipment, including thermometers and data loggers to make measurements.**
- **I can gather, record, classify and present data in different ways to answer scientific questions.**
- **I can use diagrams, keys, bar charts and tables; using scientific language.**
- **I can use findings to report in different ways, including oral and written explanations, presentation.**
- **I can draw conclusions and suggest improvements.**
- **I can make a prediction with a reason.**
- **I can identify differences, similarities and changes related to an enquiry.**
- I can independently make decisions about the most appropriate type of scientific enquiry I can use to answer a scientific question.
- I am able to question the reliability of a test.
- I am able to look for naturally occurring patterns and relationships and decide what data to collect to identify this.

Biology

Plants – Y3

- I can describe the function of different parts of flowing plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

- **Animals, including humans – Y3**
- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Animals, including humans – Y4

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

Living things and their habitats – Y4

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

Year 3 and Year 4 (continued)

Chemistry

Rocks – Y3

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

States of matter – Y4

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation

Physics

Light – Y3

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets – Y3

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

Sound – Y4

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

Electricity – Y4

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.

Year 5 and Year 6

Working scientifically (Y5 and Y6)

- **I can plan different types of scientific enquiry.**
- **I can control variables in an enquiry.**
- **I can measure accurate and precisely using a range of equipment.**
- **I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**
- **I can use the outcome of test results to make predictions and set up a further comparative fair test.**
- **I can report findings from enquiries in a range of ways.**
- **I can explain a conclusion from an enquiry.**
- **I can explain causal relationships in an enquiry.**
- **I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.**
- **Read, spell and pronounce scientific vocabulary accurately.**
- **I can use results to identify when further tests and observations may be needed.**
- **I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas.**
- **I am able to make my own decisions about what observations to make; which measurements to use and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately.**

Biology

Living things and their habitats – Y5

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.

Living things and their habitats – Y6

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.

Animals, including humans – Y5

- I can create a timeline to indicate stages of growth in humans.

Animals, including humans – Y6

- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and lifestyle on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.

Evolution and inheritance – Y6

- I can describe how the earth and living things have changed over time.
- I can explain how fossils can be used to find out about the past.
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
- I can explain how animals and plants are adapted to suit their environment.
- I can link adaptation over time to evolution.
- I can explain evolution.

Year 5 and Year 6 (continued)

Chemistry

Properties and changes of materials – Y5

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe how some materials can be separated.
- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I know and can demonstrate that some changes are reversible and some are not.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.

Physics

Earth and space – Y5

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
- I can describe and explain the movement of the Moon relative to the Earth.
- I can explain and demonstrate how night and day are created.
- I can describe the Sun, Earth and Moon (using the term spherical).

Forces – Y5

- I can explain what gravity is and its impact on our lives.
- I can identify and explain the effect of air resistance.
- I can identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.
- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Light – Y6

- I can explain how light travels.
- I can explain and demonstrate how we see objects.
- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Electricity – Y6

- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams

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