

PAISLEY PRIMARY SCHOOL



We value every child in our community: we want them to aspire to the greatest things!

ASSESSMENT POLICY

September 2024

Introduction

Effective assessment is vital to ensure quality teaching and learning. This policy explains assessment at Paisley Primary School. This information is available for all staff, governors and stakeholders. It will be reviewed by the Headteacher, as assessment guidelines are updated or amended by the Government, The Constellation Trust, the Local Authority, or in-house reviews indicate the need to review policy and practice. Amendments will be discussed with all teaching staff. The Headteacher, Deputy Headteachers, Assistant Headteacher and Senior Leadership Team will monitor the implementation of this policy.

The Headteacher, Deputy Headteachers and Assistant Headteacher lead on Assessment in our school.

Aims

At Paisley Primary School we aim to create a learning environment, which is stimulating, supportive and challenging. Through our assessment processes, we aim to monitor, evaluate and review progress and attainment in order to raise progress, achievement and attainment for every child, and the school as a whole.

Assessment terms

Teachers assess attainment against Key Performance Indicators in Reading, Writing, and Mathematics (appendix 1.) The terms used to define pupils' current attainment within each year groups' National Curriculum Age Related Expectations are:

- WB - Working Below National Standards (pre-key stage)
- WTS – Working Towards the National Age Related Expected Standards
- EXS – Working at National Age Related Expected Standards
- GDS – Working at a Greater Depth; beyond National Age Related Expected Standards

Objectives

- To monitor individual progress, achievement and attainment
- To monitor progress, achievement and attainment of specific vulnerable cohorts such as: Boys, Girls, SEND, (Special Educational Needs and Disability), LAC, (Looked After Children), EAL, (English as an Additional Language), MAG&T, (More Able Gifted & Talented), and Summer Born.
- To predict future attainment and to set future learning targets and personalised learning goals
- To monitor and track progress
- To identify gaps in individual learning, review learning and to set interventions to support future learning needs
- To monitor, evaluate and review the impact of interventions for specific, targeted cohorts
- To report to the Local Authority and to the Governing Body

Target Setting & Tracking

- Learning targets are set for every child, (Y1 – Y6), for the end of year. Targets are aspirational and aim to meet National Standards.
- Teachers meet with the Assessment Coordinator and/or other members of the senior leadership team each half term for Pupil Progress (AIM) meetings to discuss individual pupils and group analysis.
- Every child's attainment and progress is tracked electronically using the termly/mid-year Trust INTEGRIS software tracker for core subjects and also for Foundation Subjects.
- Every child's progress is tracked for Reading, Writing and Mathematics using Key Performance Indicators (KPIs). Reading in EYFS & KS1 is tracked using RWI trackers.
- Data is quality assured by the Senior Leadership Team
- Progress is reviewed on a termly basis
- Progress and attainment are moderated in phase meetings and INSET sessions
- Progress and attainment of children are recorded termly or mid-year and then end of year as determined by the Trust; all cohorts are analysed in relation to age-related expectations and attainment over each term and over the course of the academic year

Assessment of Children's Progress in the Foundation Stage

Assessment in the Foundation Stage is on-going and begins with baseline assessment of each child's ability on entry (F1) and RBA (F2). Staff use the EYFS guidance to monitor and to record children's progress in 17 identified areas of learning. All judgements are evidenced and are recorded on a child's personal record. All records are subject to regular in-house monitoring and moderation by the Local Authority and Trust. Tapestry software is used to record evidence of development, progress and attainment in the Foundation Stage. Parents are actively involved in the assessment process throughout EYFS. Parents are encouraged to contribute observations and comments on Tapestry, they also have an opportunity to comment within the weekly homework. Parents are also invited to attend an observation session.

Statutory Assessment & SATs, (Statutory Assessment Tests)

Formal reporting of children's attainment takes place:

- At the end of the Foundation Stage
- Attainment in Phonics at the end of Year 1
- Y4 multiplication test
- At the end of Year 6, (Key Stage 2 SATs)

KS1 SATs are now optional and formal reporting is no longer required. As a school, we still conduct optional KS1 SATs to support end of year Y2 Assessments.

Summative Assessments Taking Place at Paisley Primary School

- Assessment and diagnostic testing of SEND, Pupil Profile supported by Assess, Plan, Do, Review meetings termly, or ePEP, Personal Educational Plan for looked after children.
- End of topic or unit assessment of core and foundation subjects against National Curriculum expectations and subject Key Performance Indicators, respectively
- Assessment of reading ability on entry
- EAL assessments, on entry
- Year 1 Phonics
- Assessments of attainment in Reading (PIRA), Grammar, Punctuation and Spelling (GaPS) and Mathematics. Writing is assessed through teacher assessment.

Foundation Subjects

- Foundation subject assessment is ongoing and made through teacher observations, marking and the use of end of unit assessment tasks.
- Foundation subjects are tracked termly against Trust progressive objectives and recorded using INTEGRIS software.
- Teachers are responsible for entering their assessments; subject leaders are responsible for analysing data and setting targets.

Formative Assessments Taking Place at Paisley Primary School

- Teachers' formative assessment notes on planning
- Teaching Assistant notes to inform teacher assessment
- AfL, (Assessment for Learning), approaches
- Self-assessment
- Peer-assessment
- Marking and feedback

Moderation

- Subject leader moderation of core and foundation subjects
- ePEP reviews
- Foundation Stage moderation
- Transition and Cross-Phase moderation
- Moderation in Phases
- Trust moderations

- LA moderation of teacher assessment, SATs and SEND progress data

Pupil Progress Meetings

Pupil Progress (AIM) Meetings are timetabled and are held at least half-termly. Each class teacher meets with the assessment lead and/or other members of SLT. The meetings are to:

- Analyse the progress and attainment of individual children in every cohort in relation to end of year and end of Key Stage expectations
- To support analysis of vulnerable groups.
- To identify pupils who have made accelerated progress celebrating success and sharing strategies that have been successful
- To identify pupils who have not made sufficient progress and devise actions and interventions aimed at improving rates of progress
- To discuss, monitor, evaluate and review the progress and attainment at individual pupil level

Reporting

- To parents – 2 x Parents Consultation Evenings and 1 x Written Report to parents over the course of the academic year
- Reports inform parents of progress, attainment levels achieved. They also give a grading for progress, attainment and effort

Differentiation and SEND

- SEND pupils Working well Below (WB) their chronological age are assessed using PIVATS. PIVATS uses small step progress targets and is monitored by our SENDCo. PIVATS is most commonly used for core subjects, however in some cases may be used to track foundation subject progress.
- Teachers set suitable learning challenges and targets for all pupils, responding to their diverse learning needs, in order to overcome any potential barriers to the learning and assessment process. Children with SEND will be identified initially by the class teacher, as part of the formative and summative assessment procedures. Following specific diagnosis, (and diagnostic testing, if required), a support strategy will be devised, which may include:
 - Additional classroom support
 - Differentiated tasks
 - Resources to access learning
 - Placement on the SEND register and formation of IEP – (School Action or School Action Plus)
 - The involvement of, and assessment by, external agencies to support teaching and learning

Equal Opportunities & Inclusion

It is our responsibility to ensure that assessment activities are equally available for all, regardless of gender, ethnic origin, physical or intellectual ability. This policy was written in line with our school's Equality Scheme and Accessibility Plan.



2018-2019

Key Performance Indicators

Reading

Guidance for use of the Reading KPIs

The relevant KPI contained within this document should be stuck in the front of a child's book. Once evidence against an objective has been provided, a date should be placed in the box. For a child to meet ARE or GD, evidence needs to be provided against all statements, ideally three times to show consistency. However, there is allowance for teacher discretion. For instance, a child who has consistent evidence against most objectives, but perhaps fewer examples against others, could still be judged to be working at ARE, provided they have met those standards at least once. The five boxes contained on the KPI grid are for continued assessment throughout the year.

For Year 1 teachers, the word-reading statements have been placed in a separate document-please see the page after the Year 1 KPI. This does not need to be stuck in the front of the child's book but can be used as a tick-list when hearing them read aloud.

For Year 2 teachers, statements in **bold** represent the new TAF for 2018/2019. Before making a judgement of a child's reading level, please watch the videos below:

- Working at the expected standard: https://www.youtube.com/watch?v=w4c_DMS-3IE
https://www.youtube.com/watch?v=rEWIfQQI_Uo
<https://www.youtube.com/watch?v=-v3XOsTF33Y>
- Working towards the expected standard: <https://www.youtube.com/watch?v=z9KRimNLkIQ>

As Year 1 teachers we will endeavour to:

- **Build** upon EYFS, ensuring that children have a sound knowledge of phonics which can be applied to their reading.
- **Provide** opportunities for reading and re-reading through extensive experience of a wide-range of high quality books, so that children can learn poems and rhymes by heart.
- **Enjoy** listening to, sharing, retelling and role playing key stories.
- **Expose** children to literature that is rich in new vocabulary
- **Encourage** children to see themselves as readers, linking what they have read or heard to their own experiences and joining in with predictable phrasing.
- **Celebrate** reading by ensuring children share their favourite stories, books and authors with others.

In Year 1 the principal text types should be traditional tales, fairy stories, poems and rhymes.

Key stage 1 – year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

re-read these books to build up their fluency and confidence in word reading.

Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used.

Notes and guidance (non-statutory)

Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences

becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart

discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

discussing the significance of the title and events

making inferences on the basis of what is being said and done

predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.

Notes and guidance (non-statutory)

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

AGE RELATED EXPECTATIONS: YEAR 1	Date	Date	Date	Date	Date
Word Reading					
I can accurately read books aloud that are consistent with my phonic knowledge and that do not require me to use other strategies to work out words.					
Comprehension					
I can say what I like and do not like about a text and listen to the opinion of others.					
I can talk about the characters within a well-known story.					
I can check that my reading makes sense and go back to correct myself when it doesn't.					
I am beginning to draw inferences from the text and/or the illustrations.					
I am beginning to make predictions about what might happen on the basis of what I have read so far.					
I can explain what I think the text is about based on what I already know.					
I can retell familiar key stories that I have read e.g. Little Red Riding Hood.					
GREATER DEPTH					
I can discuss the significance of the title of a story.					
I am attempting to make sense of the meaning of unfamiliar words.					
I can read with confidence and accuracy, texts beyond age related expectations.					
I am beginning to make inferences based on what I am reading independently.					
I am motivated to read longer, more challenging texts.					

Word Reading Checklist					
I can read a single grapheme quickly whilst reading.					
I can read a digraph quickly whilst reading.					
I can read a split digraph quickly whilst reading.					
I can read a trigraph quickly whilst reading.					
I can decode unfamiliar words using phonic knowledge.					
I can check as I read and correct errors.					
I can read words with contractions and understand that the apostrophe represents the missing letters.					
I can blend all cvc words.					
I can blend words containing digraphs.					
I can blend words with split digraphs.					
I can check alternative phoneme/graphemes in words					
I can blend words with trigraphs.					
I can read words with the ending -s, -es, -er -ing, -ed, -est					
I can read words which start with un-.					
I can add -ing, -ed, and -er to erbs Where no change is needed to the root word.					
I can read words of more than one syllable.					
I can read the common exception words for Year 1 (Appendix)					

Reading: As Year 2 teachers we will endeavour to:

- **Build** a wide range of vocabulary and understanding and to model the differences between spoken and written language.
- **Expose** children to a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that at which they can read independently.
- **Provide** opportunities for children to retell and become increasingly familiar with a wider range of stories, including fairy stories and traditional tales.
- **Enable** children to participate in discussions and show their understanding about books, poems and other works, taking turns and listening to what others' say.
- **Make** cross curricular links to enhance the link between the real world and that of the classroom. Year 2 children will have the opportunity to immerse themselves in a range of age-related stories, poems and information texts so that they are able to imitate genre structures in their own vocabulary and writing.
- **Encourage** pupils to enjoy texts through role play and other drama techniques to explore characters and to try out the language they have listened to.
- **Build** up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- **Motivate** children to develop a love of reading and re-reading for pleasure, fluency and to build confidence.

In Year 2, the principle text types are:

- **A wide range of stories**
- **Range of poetry (contemporary and classic)**
- **Plays**
- **Information books.**

Key stage 1 – year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

read accurately words of two or more syllables that contain the same graphemes as above

read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

re-read these books to build up their fluency and confidence in word reading.

Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Notes and guidance (non-statutory)

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Notes and guidance (non-statutory)

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace'].

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they

Notes and guidance (non-statutory)

should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

AGE RELATED EXPECTATIONS: YEAR 2	Date	Date	Date	Date	Date
Word Reading					
I can read accurately most words of two or more syllables.					
I can read most words containing common suffixes, i.e. –ment, -ness, -ful, -less, -ly					
I can read most common exception words.					
When reading age-appropriate books, I can:					
<ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. 					
<ul style="list-style-type: none"> sound out most unfamiliar words accurately, without undue hesitation. 					
Comprehension					
In a book that I can already read fluently, I can:					
<ul style="list-style-type: none"> check it makes sense, correcting any inaccurate reading. 					
<ul style="list-style-type: none"> answer questions. 					
<ul style="list-style-type: none"> make some inferences. 					
<ul style="list-style-type: none"> explain what has happened so far. 					
I can recognise the sequence of events in books and identify the key information.					
I can discuss and clarify the meaning of words, linking new meanings to known vocabulary.					
I can ask questions about a text.					
I can predict what might happen.					
I can recognise how non-fiction books are structured in different ways.					
I can recognise simple recurring literacy language in stories and poems.					
GREATER DEPTH					
In a book I am reading independently, I can:					
<ul style="list-style-type: none"> make inferences. 					
<ul style="list-style-type: none"> make a plausible prediction about what might happen on the basis of what I have read so far. 					
<ul style="list-style-type: none"> make links between the book I am reading and other books I have read. 					

Reading: As Year 3 teachers we will endeavour to:

- **Build** on the learning in Key Stage 1, with comprehension taking greater precedence. The word reading focus should be on developing vocabulary and children should be learning to read silently.
- **Provide** support and model how to check the meaning of words to increase their familiarity of a range of books and different forms of poetry.
- **Enjoy** choosing books to read for different reasons, including for pleasure or to find information.
- **Explore** new literacy conventions and discuss organisational features in different texts.
- **Involve** pupils in discussions about books, supporting them as they learn to justify their views about a text.
- **Encourage** children to prepare poems to perform using appropriate intonation, tone, volume and action.

In Year 3, the principle text types are:

- **Range of poetry (including free verse and narrative)**
- **Play-scripts**
- **Myths, legends, fairy stories, diaries, letters**
- **Non Fiction Texts**

Lower key stage 2 – years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Years 3 and 4 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Notes and guidance (non-statutory)

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('tekhnical') should].

Reading – comprehension

Statutory requirements

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

Statutory requirements

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Notes and guidance (non-statutory)

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Notes and guidance (non-statutory)

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

AGE RELATED EXPECTATIONS: YEAR 3	Date	Date	Date	Date	Date
Word Reading					
I can read aloud independently, taking turns and listening to others.					
I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.					
I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter, - un)					
I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian)					
I can read further exception words, noting the unusual correspondences between spelling and sound.					
Comprehension					
I can draw inferences, such as inferring character's feelings, thoughts and motives for their actions.					
I can use a dictionary to check the meaning of a word I have read.					
I can predict what might happen based on details I have read.					
I can identify the main point of a text.					
I can summarise ideas within a paragraph.					
I can ask questions to get a better understanding of a text.					
I can use non-fiction texts to retrieve information.					
I am beginning to identify and discuss the author's use of word choices to engage and capture the reader's interest and imagination.					
I am beginning to comment on the structure and presentation of a text.					
GREATER DEPTH					
I am beginning to find meaning beyond the literal (e.g. the way impressions of people are conveyed through choice of detail and language).					
I am beginning to understand meanings of unfamiliar words in context.					
I can justify predictions by referring to the story.					
I can comment on the structure, presentation and language of a text and I am beginning to explain how these contribute to meaning.					
I am reading more widely, selecting books by favourite authors or selecting appropriate non-fiction books to support my own interests.					

Reading: As Year 4 teachers we will endeavour to:

- **Build** on the learning in Year 3, with comprehension taking precedence. The word reading focus should be on developing vocabulary and children should learn to read silently.
- **Provide** opportunities to check the meaning of words and increase their familiarity of a range of books and different forms of poetry.
- **Enjoy** choosing books to read for different reasons, including for pleasure or to find information.
- **Explore** literacy conventions and organisational features in different texts.
- **Expose** pupils to discussions about books, building on each other's ideas and opinions about a text.
- **Encourage** children to prepare poems to perform, showing understanding through the use of appropriate intonation, tone, volume and action.

In Year 4, the principle text types are:

- **Range of poetry (including free verse and narrative)**
- **Play-scripts**
- **Myths, legends, fairy stories, diaries, letters**
- **Non Fiction Texts**

AGE RELATED EXPECTATIONS: YEAR 4	Date	Date	Date	Date	Date
Word Reading					
I can read further exception words, noting different pronunciations.					
I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.					
I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)					
I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)					
Comprehension					
I can draw inferences such as inferring character's feelings, thoughts and motives, and I am beginning to justify these with appropriate evidence.					
I can explain the meaning of words in context.					
I can predict what might happen from details stated and implied.					
I can ask relevant questions to improve my understanding of a text.					
I can identify the main ideas drawn from more than one paragraph and summarise them.					
I can retrieve relevant information from non-fiction texts.					
I can identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.					
I can comment on the structure, presentation and language of a text and explain how these contribute to meaning.					
I can identify simple themes in texts.					
GREATER DEPTH					
I can locate and use information from a range of sources, both fiction and non-fiction.					
I can talk widely about different authors.					
I can refer to the text when providing evidence to support my predictions, inferences and opinions.					

Upper key stage 2 – years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

Years 5 and 6 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

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

Notes and guidance (non-statutory)

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Statutory requirements

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

Notes and guidance (non-statutory)

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Reading: As Year 5 teachers we will endeavour to:

It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

- **Build** upon reading in previous years, consolidating skills to enable them to read a wide range of fiction, poetry, plays and non-fiction texts.
- **Encourage** children to read for longer periods of time.
- **Maintain** a positive attitude to reading through exposure to a wide range of quality texts.
- **Model** reading aloud with intonation and expression and give children the opportunities to practise these skills.
- **Enjoy** a wide range of books and the opportunity to explore new authors.
- **Support** children to use reading to further their learning across the curriculum.

In Year 5, the principle text types are:

- **Fiction (including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions)**
- **Poetry**
- **Plays**
- **Non-fiction**
- **Reference books and text books.**

AGE RELATED EXPECTATIONS: YEAR 5	Date	Date	Date	Date	Date
Word Reading					
I can read aloud with intonation that shows understanding.					
I can apply my growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.					
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar-looking words.					
Comprehension					
I can express a personal point of view about a text, explaining my opinion in detail.					
I can draw inferences such as inferring character's feelings, thoughts and motives and I can explain them by selecting appropriate evidence to justify my views.					
I can comment on the purpose of the author's choice of vocabulary and I am beginning to show an awareness of the writer's craft by identifying and commenting on the use of figurative language e.g. similes, metaphors etc.					
I can predict what might happen offering an explanation and evidence.					
I can summarise the main ideas drawn from across different chapters or the key points in a non-fiction text.					
I can retrieve, record and present information from a non-fiction text using skimming and scanning.					
I can make connections between texts and I am starting to explain the links using evidence.					
I can identify and comment on the structural features of a text e.g. the use of subheadings, captions etc.					
I can identify the themes within a text, e.g. loss, conflict, friendship in 'Goodnight Mr Tom'.					
I can distinguish between statements of facts and opinion.					
I can recommend books that I have enjoyed, giving detailed reasons.					
GREATER DEPTH					
I can show awareness of the writer's craft by commenting on the author's use of language, e.g. I think the author has used that particular simile because....					
I can empathise with different character's points of view, offering explanations e.g. "I understand why this character feels this way because..." "If I were in the same position I would feel"					
I can compare texts by different writers on the same topic and comment on their intended audience, purpose and effectiveness.					
I can express opinions about a text using evidence, giving reasons and explanations (point, evidence and explanation).					

Reading: As Year 6 teachers we will endeavour to:

- **Build** upon reading in previous years, consolidating key skills in order to encourage the children to discuss, raise queries and evaluate text.
- **Maintain** a positive attitude to reading.
- **Provide** opportunities for children to read aloud, accurately and with intonation, checking their understanding and using punctuation to inform meaning.
- **Enjoy** a wide range of books and text types, recommending books to others and enjoy performing a range of poems and plays.
- **Expose** children to different text types, which are structured and presented in different ways to help children with their learning across the curriculum.
- **Encourage** children to read for sustained periods, increasing their willingness to read a wider range of more demanding texts.

In Year Six, reading will include texts – both fiction and non fiction - structured in many different ways and these will be read for a range of purposes.

The principle text types are:

- **Fiction (including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions)**
- **Poetry**
- **Plays**
- **Non-fiction**
- **Reference books and text books.**

AGE RELATED EXPECTATIONS: YEAR 6	Date	Date	Date	Date	Date
Word Reading					
I can read aloud with intonation that shows understanding.					
I attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.					
I can read age-appropriate novels with confidence and fluency.					
Comprehension					
I can express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion.					
I can draw inferences such as inferring character's feelings, thoughts and motives and justify and explain inferences with precise evidence.					
I can identify and comment on the writer's choice of vocabulary, giving examples and explanations.					
I can make plausible predictions about what might happen, explaining them with precise evidence.					
I can summarise key information from different parts of a text.					
I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader.					
I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts, e.g. short sentences for effect, the use of captions, sub-headings etc.					
I can compare different versions of texts and explain the differences and similarities.					
I can identify and compare themes across texts.					
I can explain and comment on explicit and implicit points of view.					
I can make connections between texts, and can explain the links using evidence.					
I can provide reasoned justifications for my views and refer to the text to support my opinion.					
GREATER DEPTH					
I can identify how characters change during the events of a longer novel.					
I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.					
I can compare and contrast characters, themes and structure in texts by the same and different writers.					
I can present a counter-argument in response to others' points of view, using evidence from the text to justify my views.					
I can read texts on the same topic and compare the style and language used by different authors.					



2018-2019

Key Performance Indicators

Writing

Guidance for use of the Writing KPIs

The KPIs listed below are to be used to assess evidence against the objectives that have been achieved independently. As stated by the Standards and Testing Agency (2018), writing is **not likely** to be independent if it is:

- over-modelled or heavily scaffolded
- copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, when incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation expected outcome.

For example, work produced in a lesson in which the learning objective is, 'To use the past tense consistently,' cannot be used to provide evidence against that standard. However, should the past tense have been used independently in a subsequent lesson where there was a different learning objective, this could be used. Similarly, if in that same lesson, the child has used commas independently to demarcate the boundaries between clauses, or used adverbials to signal a shift in time, the writing could be used as evidence against those objectives.

Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in English lessons and independent assessment pieces. This can include work in curriculum subjects other than English, although a pupil's work in English alone may provide sufficient evidence. One single example of a pupil's work may provide evidence for multiple statements.

The KPIs should be stuck in the front of a child's book. Once evidence against an objective has been identified in a child's writing, a date should be placed in the box. For a child to meet ARE or GD, evidence needs to be provided against all statements, ideally three times to show consistency. However, there is allowance for teacher discretion. For instance, a child who has consistent evidence against most objectives, but perhaps fewer examples against others, could still be judged to be working at ARE, provided they have met those standards at least once, independently. The five boxes contained on the KPI grid are for continued assessment throughout the year.

In order to make secure judgements of a child's progress and attainment, a 'non-negotiables' section has been added to the KPIs to promote consistency of assessment. In order for a child to be working at 'age-related expectations,' the statements contained within the non-negotiables needs to be evidenced.

As per the Standards and Testing Agency Teacher Assessment Framework, 'some of the statements contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.'

As Year 1 teachers we will endeavour to:

- **Build** on the work from the Early Years Foundation Stage, ensuring that children have a sound knowledge of phonics and can apply it to their writing; that they have a sound knowledge of letter, word and sentence formation to enable them to have a solid understanding of writing.
- **Model** writing for a wide range of purposes, we will read aloud to model how re-reading sentences allows you to check for sense and orally rehearse sentences before writing them.
- **Provide opportunities** to enhance pupils' vocabulary; through talk, by reading widely and using correct grammatical terms that will enable pupils to analyse their own writing.
- **Create** a writing-rich learning environment that uses first hand experiences, role play, and discussion to stimulate pupils' imaginations and instil a love of writing.
- **Enhance** writing through reading; we will immerse the children in a wide variety of stories for them to draw upon to structure their own writing.
- **Encourage** children to see themselves as writers by modelling ways to plan and organise texts using key words, story plans and drafts.
- **Celebrate** writing by sharing our writing with peers, carers and the wider community.

In Year 1 the principal text type and focus for writing should be narrative.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

AGE RELATED EXPECTATIONS: YEAR 1	Date	Date	Date	Date	Date
Year 1 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can use phonic knowledge to write words that match their spoken sounds and regular words of more than one syllable.					
I can read back what I have written.					
I can write phase 2 and 3 tricky words and other irregular words.					
I can leave space between words.					
Composition – Planning					
I can say out loud what I am going to write about, composing sentences orally before writing them.					
Composition – Structure					
I can write a story with a beginning, middle and end.					
I can write sentences that are sequenced to form a short narrative, after discussion with my teacher.					
Composition – Vocabulary					
I can use vocabulary provided by the teacher in my writing.					
I can use some vocabulary from familiar stories in my own writing.					
Composition – Grammar and Punctuation					
I can demarcate some sentences with capital letters and full stops.					
I am beginning to punctuate sentences with a question mark or exclamation mark.					
I can sometimes use capital letters for names, places, days of the week and the personal pronoun 'I'					
I can join words and join clauses using "and"					
I can re-read what they have written to check that it makes sense					
Transcription - Spelling					
I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.					
I can spell many common Year 1 exception words.					
I can use simple prefixes and suffixes: <ul style="list-style-type: none"> I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 					
<ul style="list-style-type: none"> I can use the prefix un– 					
<ul style="list-style-type: none"> I can use –ing, –ed, –er and –est mostly accurately. 					
I can spell days of the week.					
Transcription - Handwriting					
I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.					
I can form capital letters.					
GREATER DEPTH					
I can write at greater length with increasing independence, and can independently make some changes to my writing.					
I can use more adventurous vocabulary in my writing, often selecting words beyond my year group.					
I am beginning to understand the purpose of my writing.					
I regularly use capital letters, question marks and exclamation marks.					
I can use capital letters for names, places and days of the week with greater accuracy in my writing.					
I can spell most Year 1 exception words.					

Writing: As Year 2 teachers we will endeavour to:

- **Build** on the work from Year 1, ensuring that children have a sound knowledge of sentence structures, applying this in their work to show a solid understanding of the writing process. Teachers will ensure pupil's motor skills are sufficiently advanced to confidently write their ideas down.
- **Model** accurate and cohesive sentences both orally and in written form to build an increasingly complex understanding of writing. Teachers will also establish good handwriting habits from the beginning to set the standard and expectations.
- **Develop** children's understanding of phonics to enable them to make plausible attempts at words they have not yet learnt. Evidence of this should be in written work. Children will have the opportunity to orally rehearse sentences before writing them down. Teachers will also model spellings allowing children to explore a widening variation of spelling patterns.
- **Create** a learning environment which is inspiring and reflective of the children's interests, helping to promote a love of writing. Children need stimulating experiences provided by the Year 2 practitioners that promote creative thinking over a range of genres. This should include first-hand experiences; collaborative working; and role play opportunities.
- **Make** cross curricular links to enhance the link between the real world and that of the classroom. Year 2 children will have the opportunity to immerse themselves in a range of age-related stories, poems and information texts so that they are able to imitate genre structures in their own vocabulary and writing.
- **Encourage** children to develop their confidence in their own writing skills to foster a 'can do' attitude and resilience in learning. This will involve teachers and other adults modelling text organisation using key word lists, story plans and drafts.
- **Share** children's successes in order to develop confidence and independence in their writing. This will include work being displayed in the classroom as well as being shared with a range of appropriate audiences both in school and in the community.

Narrative structures should be a predominant focus in Year 2 with some learning around instructional and procedural texts.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

AGE RELATED EXPECTATIONS: YEAR 2	Date	Date	Date	Date	Date
Year 2 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can use a capital letter for names of people, places, the days of the week and the personal pronoun "I".					
I can accurately demarcate sentences with capital letters and full stops.					
I can write a story with a beginning, middle and end.					
I can use vocabulary provided by the teacher in my writing.					
Composition – Planning					
I can plan or say out loud what I am going to write about.					
Composition – Structure					
I can write simple, coherent narratives about personal experiences and those of others (real or fictional).					
I can write about real events, recording these simply and clearly.					
Composition – Vocabulary					
I can use expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour.					
I can draw on and use new vocabulary from my reading and from wider experiences in my writing.					
Composition – Grammar and Punctuation					
I can use present and past tense mostly correctly and consistently.					
I can demarcate most sentences with capital letters and full stops, and use question marks correctly when required.					
I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.					
I can use sentences with different forms in my writing (statements, questions, exclamations and commands).					
Transcription – Spelling					
I can spell many common exception words.					
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.					
I can spell some words with contracted forms.					
I can add suffixes to spell some words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly).					
Transcription – Handwriting					
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.					
I can use spacing between words that reflects the size of the letters.					
GREATER DEPTH					
I can write effectively and coherently for different purposes, using my knowledge of books I have read to select my vocabulary and writing.					
I can edit my work by making simple additions, revisions and proof-reading corrections to improve my writing.					
I can use the punctuation taught at key stage 1 mostly correctly, e.g. capital letters, full stops, question marks, exclamation marks commas to separate items in a list, apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].					
I can spell most common exception words.					
I can add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly).					
I can use the diagonal and horizontal strokes needed to join some letters.					

Writing: As Year 3 teachers we will endeavour to:

- **Build** on the work from Key Stage One to consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.
- **Model** how to ensure that what they have written is effective and fit for purpose.
- **Enable** children to develop more varied grammar, vocabulary and narrative structures from which they can draw on to express their ideas.
- **Focus** on spelling so that common words are mostly correct, including exception words. Teachers should also be supporting pupils to ensure they are making good use of their phonics knowledge when spelling. Catch up programmes will be in place to provide additional support to pupils who still struggle with this.
- **Provide** a learning environment that supports spelling, grammar and punctuation and reflects opportunities for high quality writing across the curriculum.
- **Develop** cross curricular links to encourage a high quality of writing in a range of subjects, including the application of spelling, grammar and sentence skills whenever they are writing.
- **Encourage** children to use joined handwriting with increasing speed and fluency.

Pupils should be given the opportunity to use spoken and written language in a greater variety of situations, for increasingly varied audiences and purposes, including through drama, presentations and debates.

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

AGE RELATED EXPECTATIONS: YEAR 3	Date	Date	Date	Date	Date
Year 3 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can use the punctuation taught at key stage 1 mostly accurately.					
I can use expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour.					
I can use co-ordination (e.g. or / and / but) and subordination (e.g. when / if / that / because) to join clauses.					
I can spell many words with contracted forms.					
I can use the diagonal and horizontal strokes needed to join some letters.					
Composition – Planning					
I can plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue), showing an increasing understanding of audience and purpose.					
Composition – Structure					
I can organise some of my ideas into paragraphs.					
I can use conjunctions that signal time and shift the setting (e.g. meanwhile, later on, on the other side...)					
In narratives I can create settings, characters and plot.					
In non-narrative, I can use simple organisational devices, e.g. headings and sub-headings.					
Composition – Vocabulary					
I can draw on a varied and rich vocabulary to describe and specify.					
I am starting to use figurative devices (e.g.: similes)					
Composition – Grammar and Punctuation					
I can use an increasing range of sentence structures, sometimes using subordinate clauses.					
I can use a range of conjunctions, adverbs and prepositions (including when, if, because, although, express time and cause).					
I can use fronted adverbials in my writing, sometimes using a comma.					
I can sometimes use inverted commas to indicate when someone is speaking.					
I can use the simple present and past tense consistently.					
I can sometimes indicate possession using apostrophes.					
I can use a range of nouns and pronouns to avoid repetition.					
Transcription – Spelling					
I can add prefixes and suffixes to spell some words correctly in my writing.					
I can spell some Year 3/4 words (Appendix list) and homophones.					
I can proof-read for spelling and punctuation errors, correcting mistakes increasingly independently.					
Transcription – Handwriting					
I can use the diagonal and horizontal strokes needed to join letters in all of my writing, and understand which letters, when adjacent to one another, are best left un-joined.					
GREATER DEPTH					
I can write for different purposes with greater confidence and independence.					
I can use more varied and rich vocabulary to create an effect.					
I can use subordinate clauses, sometimes in varied positions.					
I can use the full range of punctuation from previous year groups, and inverted commas to punctuate sentences with increasing accuracy					
I can spell many of the Year 3/4 words accurately.					
I can use joined handwriting which shows increased legibility.					

Writing: As Year 4 teachers we will endeavour to:

- **Build** on the learning in Year 3, particularly in terms of the range of writing, more varied grammar, well-chosen vocabulary and accurate sentence structures to express ideas.
- **Model** essential skills and processes to plan, draft, write, evaluate and proof- read to enhance the effectiveness of writing.
- **Insist** pupils' spelling of common words is correct and they have sufficient knowledge of spelling in order to use dictionaries efficiently.
- **Create** a learning environment that supports writing across the curriculum and reflects the concepts, grammatical terminology and features required in the lower KS2 curriculum.
- **Provide** opportunities to plan and incorporate a range of text features in cohesive pieces of writing in different contexts across the curriculum.
- **Promote** a love of writing and a positive attitude so Y4 pupils see themselves as writers, taking more ownership of how to craft their writing to reflect the purpose and audience.
- **Ensure** joined handwriting is the norm.

Pupils should be given the opportunity to learn the conventions of different types of writing for example: narrative, poetry, recount, diary, instructional, non -chronological reports, discussion, explanation and persuasive texts.

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

AGE RELATED EXPECTATIONS: YEAR 4	Date	Date	Date	Date	Date
Year 4 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can plan writing using the main features of a specific text type.					
I can use the full range of punctuation from previous year groups, and inverted commas, to punctuate sentences with increasing accuracy.					
I can use apostrophes to indicate contracted and possessive forms mostly accurately.					
I can use a range of conjunctions, adverbs, prepositions and fronted adverbials.					
I can spell many of the Year 3/4 words and the year 3 homophones.					
Composition – Planning					
I can plan writing using the main features of a specific text type.					
Composition – Structure					
I can organise paragraphs around a theme and sequence them logically.					
I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.					
Composition – Vocabulary					
I can use figurative language (similes and alliteration)					
I can use adverbs / adverbials and prepositional phrases to express time and cause.					
Composition – Grammar and Punctuation					
I can use a subordinating conjunction to begin a sentence, e.g. using when, if, because, although					
I can use a comma accurately when using a fronted adverbial.					
I can punctuate direct speech accurately, remembering to use a new line for each new speaker.					
I can use the present perfect form of verbs.					
I can use a mixture of simple, compound and complex sentences.					
I can accurately use apostrophes to indicate possession, including irregular plurals.					
I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.					
Transcription – Spelling					
I can use prefixes and suffixes (Appendix 1).					
I can spell many of the Year 3/4 words correctly.					
I can spell many of the Year 4 homophones correctly (Appendix 1).					
Transcription – Handwriting					
I can use joined handwriting which shows increased legibility, consistency and quality.					
GREATER DEPTH					
I can adapt my writing to suit a specific purpose and audience, using appropriate language and structural features.					
I can create detailed description in my writing through increasingly precise language selection e.g. the heroic soldier with an unbreakable spirit.					
I can engage the reader through well-selected vocabulary choice.					
I can punctuate a wider range of sentences accurately and with control e.g. using commas within direct speech before the reporting clause.					
I can consistently use Standard English verb inflections correctly e.g. 'we were' rather than 'we was'					
I can spell most Year 4 homophones and use well-chosen prefixes and suffixes correctly.					

Writing: As Year 5 teachers we will endeavour to:

- **Build** upon work undertaken in previous years, consolidating and building upon key skills in order to encourage the children to make their writing as adventurous, engaging and accurate as possible. We will incorporate Grammar, Punctuation and Spelling into the writing process.
- **Model** (through teacher modelling, written examples and quality texts) to provide opportunities to explore a range of good writing. In doing this, we will develop a good standard of writing from individual starting point. Furthermore, this will allow teachers to refer to features of writing using the correct grammatical terminology ensuring that the children have a sound grammatical basis to become effective and fluent writers.
- **Broaden** children's understanding of spelling patterns and teach children ways of becoming independent in their approach to spelling.
- **Create** an immersive environment which promotes a love of writing and enables children to take ownership and develop their use of strategies for becoming more effective writers.
- **Provide** all children with opportunities beyond the classroom to stimulate and enhance their writing in all areas of the curriculum. For example, this may be in the form of linking the text to the themes, visits, visitors, drama or practical tasks.
- **Celebrate** success by giving children the opportunity for their work to be shared with an audience beyond the classroom. For example, this may take the form of entering writing competitions, sending off letters to a real person, reading their work to children from other classes, contributing to a class blog or publishing their work in a book of stories.

In Year Five it is expected that a wide range of fictional and non-fictional text types are explored including the use of formal and informal voice.

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

AGE RELATED EXPECTATIONS: YEAR 5	Date	Date	Date	Date	Date
Year 5 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can use capital letters, full stops, question marks, exclamation marks, inverted commas and commas for lists.					
I can use apostrophes for possession and contraction mostly accurately.					
I can use commas to mark the end of an opening clause, e.g. after adverbials of time.					
I sometimes vary the way I structure my sentences. e.g. opening with an adverb of manner, and adverbial of time, dialogue etc.					
I can use the correct subject and verb agreement when using singular and plural mostly accurately.					
I can use well-selected adjectives, expanded noun phrases and appropriate similes to add detail to my writing.					
I can use paragraphs mostly accurately.					
Composition – Planning					
I can identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience.					
Composition – Structure					
I can use a wide range of cohesive devices within paragraphs, e.g. <i>then, after that, this, firstly</i> , and across paragraphs, using adverbials of time e.g. <i>later</i> , place e.g. <i>nearby</i> , and number e.g. <i>secondly</i> or tense choices [for example, he <i>had</i> seen her before].					
I can use further organizational and presentational devices to structure text and guide the reader, e.g. headings, subheadings, captions,					
I can integrate dialogue into my narratives to convey character and advance the action.					
Composition – Vocabulary					
I can add figurative devices (metaphors, personification)					
I can describe settings, characters and create atmosphere effectively by selecting appropriate grammar and vocabulary.					
Composition – Grammar and Punctuation					
I can vary the way I structure my sentences, e.g. a long, complex sentence to add detail or improve cohesion, followed by a short sentence to add drama or tension.					
I can create complex sentences and vary the way I structure these, e.g. using relative clauses, using co-ordinating and subordinating conjunctions accurately.					
I can use commas to clarify meaning or avoid ambiguity.					
To indicate parenthesis, I am beginning to accurately use:					
• brackets					
• dashes					
• commas					
I can maintain a consistent tense throughout a piece of writing.					
I can proof-read for punctuation errors.					
Transcription - Spelling					
I can spell the Year 3/4 words accurately (Appendix 1)					
I can spell some of the Year 5/6 words accurately (Appendix 1).					
I can proof-read for spelling errors.					
Transcription - Handwriting					
I can maintain legibility, fluency and speed in handwriting.					
GREATER DEPTH					
I can write with control and confidence for a specific purpose and defined audience.					
I can make precise and adventurous vocabulary choices to suit the purpose of my writing and propose changes to enhance or clarify meaning.					
I can control the length and structure of my sentences for effect.					
I am beginning to use semi-colons, colons appropriately and can use punctuation to add precision and create effect.					
I can spell many of the Year 5/6 words accurately.					

Writing: As Year 6 teachers we will endeavour to:

- **Build** upon work undertaken in previous years consolidating and building upon key skills in order to encourage the children to make their writing as adventurous, engaging and accurate as possible.
- **Model** and provide opportunities to explore a range of good writing. In doing this, we aim to develop an awareness of a standard of writing to which all children can realistically aspire. Furthermore, this will allow teachers to refer to features of writing using the correct grammatical terminology ensuring that the children have a sound grammatical basis to become effective and fluent writers.
- **Deepen** children's understanding of spelling patterns and teach children ways of becoming independent in their approach to spelling.
- **Create** a learning environment which promotes a love of writing and enables children to access materials independently in order to take ownership and develop their own strategies for becoming more effective writers.
- **Provide** all children with opportunities beyond the classroom to stimulate and enhance their writing in all areas of the curriculum. For example, this may be in the form of visits, visitors, drama or practical tasks.
- **Celebrate** success by providing children with the opportunity for their work to be shared with an audience beyond the classroom. For example, this may take the form of entering writing competitions, sending off letters to a real person, reading their work to children from other classes, contributing to a class blog or publishing their work in a book of stories.

In Year Six it is expected that a wide range of fictional and non-fictional text types are explored. It is also expected that opportunities to write using both the formal and informal voice are provided.

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

AGE RELATED EXPECTATIONS: YEAR 6	Date	Date	Date	Date	Date
Year 6 non-negotiables. Before considering an assessment at ARE, there must be evidence of the following statements.					
I can use paragraphs to organise ideas					
In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).					
I can use capital letters, full stops, question marks, commas for lists and after opening clauses, and apostrophes for contraction mostly correctly.					
I can maintain legibility, fluency and speed in handwriting.					
I can spell some words correctly (years 5 and 6 – Appendix 1)					
I can use a range of clause structures, sometimes varying their position within the sentence.					
Composition – Planning					
I can write effectively for a range of purposes and audiences.					
Composition – Structure					
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.					
In narratives, I can effectively describe settings, characters and create atmosphere.					
I can integrate dialogue in narratives to convey character and advance the action.					
Composition – Vocabulary					
I can select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)					
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g. <ul style="list-style-type: none"> I can use contracted forms in dialogues in narrative; I can use passive verbs to affect how information is presented; I can use modal verbs to suggest degrees of possibility. 					
Composition – Grammar and Punctuation					
I can use verb tenses consistently and correctly throughout my writing.					
I can use the range of punctuation taught at key stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.					
Transcription - Spelling					
I can spell correctly most words from the year 5 / year 6 spelling list.					
I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
Transcription - Handwriting					
I can maintain legibility in joined handwriting when writing at speed.					
GREATER DEPTH					
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing.					
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.					
I can distinguish between the language of speech and writing, and choose the appropriate register.					
I can use the full range of punctuation taught at key stage 2 correctly, including colons, semi-colons, dashes and hyphens, and, when necessary, use such punctuation precisely to add a specific effect, enhance meaning and avoid ambiguity.					

Year 1 - Maths – Key Performance Indicators			
<p align="center">Children working at Age Related Expectations:</p> <p>Use mathematical concepts, facts and procedures appropriately, flexibly and fluently. Recall key number facts with speed accuracy and use them to calculate and work out unknown facts. Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use then to solve a variety of problems</p>			
<p align="center">Children working at Greater Depth Standard:</p> <p>Solve problems of greater complexity, demonstrating creativity and imagination. Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.</p>			
Age Related Expectation (ARE) / Key Performance Indicator (KPI) Pre-requisite skills Future Applications	Fluency	Application	Application at GDS
Number Skills, including fractions			
<p>Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10</p> <p>Counts to numbers to and across 100 from any given starting point</p> <p>Reads and writes numbers to 100</p> <p>Can identify one more or less than any given number to 100</p> <p>Represents numbers using CPA</p> <p>Count through the number system. Place value within 100. Compare and order numbers. Add and subtract within 100.</p>			
<p>Play games that involve moving along a numbered track, and understand that larger numbers are further along the track.</p> <p>Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.</p> <p>Reason about the location of larger numbers within the linear number system.</p> <p>Compare and order numbers. Read scales.</p>			
<p>Begin to experience partitioning and combining numbers within 10.</p> <p>Develop fluency in addition and subtraction facts within 10. Represent and use number bonds and related subtraction facts within 20. Can identify one more or less than any given number to 100</p> <p>All future additive calculation.</p>			
<p>Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.</p> <p>Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>Add and subtract within 10</p>			
<p>Devise and record number stories, using pictures, numbers and symbols (such as arrows).</p> <p>Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p> <p>Represent composition and decomposition of numbers using equations.</p>			

Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly. Counts in multiples of 2, 5 and 10; use CPA to solve division and multiplication problems. Recall the 2,5 and 10 multiplication tables.			
Recognise when items are distributed unfairly. Recognise and name half as one of two equal parts. Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.			
Shape, Space and Measure			
Recognises and knows the value of different coins and notes.			
See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. Describe properties of shape. Categorise shapes. Identify similar shapes			
Tells the time to the hour and half past the hour.			
Compares, describes and solves problems involving time.			
Compares, describes and solves problems involving length, height, mass and capacity.			

Year 2 - Maths – Key Performance Indicators

Children working at Age Related Expectations:

Use mathematical concepts, facts and procedures appropriately, flexibly and fluently.
Recall key number facts with speed accuracy and use them to calculate and work out unknown facts.
Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Children working at Greater Depth Standard:

Solve problems of greater complexity, demonstrating creativity and imagination.
Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Pre-requisite skills Age Related Expectation (ARE) / Key Performance Indicator (KPI) Future Applications	Fluency	Application	Application at GDS
Number, including fractions			
<p>Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up from a number of tens, for example, 50 is 5 tens.</p> <p><u>Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</u></p> <p>Compare and order numbers. Round whole numbers. Subtract ones from a multiple of 10.</p>			
<p>Develop fluency in addition and subtraction facts within 10.</p> <p><u>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).</u></p> <p>All future additive calculation. Add within a column during columnar addition when the column sums to less than 10 (no regrouping). Subtract within a column during columnar subtraction when the minuend of the column is larger than the subtrahend.(no exchanging)</p>			
<p>Learn and use number bonds to 10.</p> <p><u>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)</u></p> <p>Add and subtract within 100: add and subtract any 2 two-digit numbers, where the ones sum to 10 or more; use knowledge of unitising to add and subtract across other boundaries.</p>			
<p>Count in multiples of 2, 5 and 10.</p> <p><u>Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</u></p> <p>Use multiplication to represent repeated addition contexts for other group sizes. Memorise multiplication tables; division with other divisors.</p>			
<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p><u>Identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole.</u></p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</p>			
Shape, space and measure			
<p>Read the time on a clock to 30 minutes and o'clock.</p> <p><u>Read the time on a clock to the nearest 15 minutes.</u></p> <p>Read the time on a clock to the nearest 1 minute.</p>			
Count in multiples of 2, 5 and 10.			

<u>Use different coins to make the same amount.</u> Add and subtract numbers greater than 100, recognising unitising.			
Recognise common 2D and 3D shapes presented in different orientations. <u>Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</u> Identify similar shapes. Describe and compare angles. Identify, draw, find the area and perimeter of regular polygons by joining marked points. Identify parallel and perpendicular sides.			
Year 2 Greater Depth Standard Statements			
Read scales where not all numbers on the scale are given and estimate points in between.			
Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.			
Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.			
Solve unfamiliar word problems that involve more than one step.			
Read the time on a clock to the nearest 5 minutes.			
Describe similarities and differences of 2-D and 3-D shapes, using their properties.			

Year 3 - Maths – Key Performance Indicators

Children working at Age Related Expectations:

Use mathematical concepts, facts and procedures appropriately, flexibly and fluently.

Recall key number facts with speed accuracy and use them to calculate and work out unknown facts.

Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Children working at Greater Depth Standard:

Solve problems of greater complexity, demonstrating creativity and imagination.

Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Pre-requisite skills

Age Related Expectation (ARE) / Key Performance Indicator (KPI)

Future Applications

	Fluency	Application	Application at GDS
Number Skills, including fractions			
<p>Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens. Know how many tens there are in multiples of 10 up to 100.</p> <p>Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</p> <p>Solve multiplication problems that involve a scaling structure, such as 'ten times as long'.</p>			
<p>Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p> <p>Compare and order numbers. Add and subtract using mental and formal written methods.</p>			
<p>Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p> <p>Compare and order numbers to 1000.</p> <p>Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p>Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10.</p>			
<p>Count in multiples of 2, 5 and 10.</p> <p>Counts in multiples of 2, 3, 4, 5, 6, 8, 10, 50 and 100.</p> <p>Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p> <p>Read scales on graphs and measuring instruments.</p>			
<p>Add and subtract across 10.</p> <p>Add and subtracts mentally 3 digit +one, tens and hundreds.</p> <p>Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>Add and subtract mentally where digits sum to more than 10.</p>			
<p>Automatically recall addition and subtraction facts within 10, and across 10. Unutilise in tens: understand that 10 can be thought of as a single unit of 1 ten.</p> <p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: $80 + 60 = 140$.</p> <p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example:</p>			
<p>Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.</p> <p>Add, subtract and give change in practical contexts such as calculating change from £1</p> <p>Calculate complements to 100, for example: $46 + ? = 100$.</p> <p>Calculate complements to other numbers, particularly powers of 10. Calculate how much change is due when paying for an item.</p>			
<p>Automatically recall addition and subtraction facts within 10 and across 10. Recognise the place value of each digit in two- and three-digit numbers. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.</p> <p>Add and subtract up to three-digit numbers using columnar methods.</p> <p>Add and subtract up to three-digit numbers using columnar methods.</p> <p>Add and subtract other numbers, including four digits and above, and decimals, using columnar methods.</p>			
<p>Have experience with the commutative property of addition, for example, have recognised that $2+3$ and $3+2$ have the same sum. Write equations to represent addition and subtraction contexts.</p> <p>Solve addition and subtraction problems, including missing numbers.</p> <p>Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure.</p> <p>Understand and use the commutative property of addition, and understand the related property for subtraction.</p> <p>All future additive reasoning.</p>			

<p>Calculate products within the 2, 5 and 10 multiplication tables.</p> <p>Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p> <p>Use known multiplication tables to calculate 2-digit times 1-digit.</p> <p>Use multiplication facts during application of formal written layout. Use division facts during short division and long division.</p>			
<p>Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p> <p>Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>			
<p>Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</p> <p>Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers.</p>			
<p>Find unit fractions of quantities using known division facts (multiplication tables fluency). Recognise and find unit and non-unit fractions of amounts.</p> <p>Apply knowledge of unit fractions to non-unit fractions.</p>			
<p>Reason about the location of whole numbers in the linear number system.</p> <p>Compare and order unit fractions.</p> <p>Reason about the location of any fraction within 1 in the linear number system.</p> <p>Compare and order fractions.</p>			
<p>Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.</p> <p>Add and subtract fractions with the same denominator, within 1.</p> <p>Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p>			
Shape, Space and Measure			
<p>Recognise standard and non-standard examples of 2D shapes presented in different orientations. Identify similar shapes.</p> <p>Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. Identify right angles.</p> <p>Compare angles. Estimate and measure angles in degrees.</p>			
<p>Compose 2D shapes from smaller shapes to match an exemplar, rotating and turning over shapes to place them in specific orientations.</p> <p>Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p> <p>Find the area or volume of a compound shape by decomposing into constituent shapes. Find the perimeter of regular and irregular polygons.</p>			
Tell and write the time on analogue, digital and 24hr clock			
Use bar charts, pictograms and tables to solve one and two-step problems.			

Year 4 - Maths – Key Performance Indicators

Children working at Age Related Expectations:

Use mathematical concepts, facts and procedures appropriately, flexibly and fluently.
Recall key number facts with speed accuracy and use them to calculate and work out unknown facts.
Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Children working at Greater Depth Standard:

Solve problems of greater complexity, demonstrating creativity and imagination.
Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Pre-requisite skills Age Related Expectation (ARE) / Key Performance Indicator (KPI) Future Applications	Fluency	Application	Application at GDS
Number Skills, including fractions			
Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10. Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. Solve multiplication problems that involve a scaling structure, such as '10 times as long'.			
Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. Compare and order numbers. Add and subtract using mental and formal written methods.			
Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 10 and 100. Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10.			
Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. Read scales on graphs and measuring instruments.			
Recall multiplication and division facts in the 5 and 10, and 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. Use multiplication facts during application of formal written methods. Use division facts during application of formal written methods.			
Use known division facts to solve division problems. Calculate small differences. Solve division problems, with two-digit dividends and one-digit divisors that involve remainders; interpret remainders appropriately according to the context. Correctly represent and interpret remainders when using short and long division.			
Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). Apply place-value knowledge to known additive and multiplicative number facts, extending to a whole number of larger powers of ten and powers of ten smaller than one			
Multiply two-digit numbers by 10, and divide three-digit multiples of 10 by 10. Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. Convert between different metric units of measure. Apply multiplication and			

division by 10 and 100 to calculations involving decimals.

Understand the inverse relationship between multiplication and division. Write and use multiplication table facts with the factors presented in either order.			
Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.			
Recognise and apply the structures of multiplication and division to a variety of contexts.			
Understand and apply the distributive property of multiplication.			
Recognise when to use and apply the distributive property of multiplication in a variety of contexts.			
Reason about the location of fractions less than 1 in the linear number system.			
Reason about the location of mixed numbers in the linear number system.			
Compare and order fractions.			
Identify unit and non-unit fractions.			
Convert mixed numbers to improper fractions and vice versa.			
Compare and order fractions. Add and subtract fractions where calculation bridges whole numbers.			
Add and subtract fractions with the same denominator, within 1 whole.			
Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.			
Solve problems involving decimals to two places.			
Shape, Space and Measure			
Draw polygons by joining marked points.			
Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.			
Draw polygons, specified by coordinates in the 4 quadrants.			
Measure lines in centimetres and metres. Add more than 2 addends. Recall multiplication table facts.			
Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.			
Draw, compose and decompose shapes according to given properties, dimensions, angles or area.			
Identify line symmetry in 2D shapes presented in different orientations.			
Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.			
Draw polygons, specified by coordinates in the 4 quadrants: draw shapes following translation or reflection in the axes.			
Solve problems involving time			

Year 5 - Maths – Key Performance Indicators

Children working at Age Related Expectations:

Use mathematical concepts, facts and procedures appropriately, flexibly and fluently.

Recall key number facts with speed accuracy and use them to calculate and work out unknown facts.

Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems

Children working at Greater Depth Standard:

Solve problems of greater complexity, demonstrating creativity and imagination.

Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Pre-requisite skills Age Related Expectation (ARE) / Key Performance Indicator (KPI) Future Applications	Fluency	Application	Application at GDS
Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. Solve multiplication problems that have the scaling structure, such as 'ten times as long'. Understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal fraction.			
Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. Compare and order numbers, including those with up to 2 decimal places. Add and subtract using mental and formal written methods.			
Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. Compare and order numbers, including those with up to 2 decimal places. Estimate and approximate to the nearest 1 or 0.1.			
Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. Read scales on graphs and measuring instruments.			
Divide 100 and 1,000 into 2, 4, 5 and 10 equal parts. Find unit fractions of quantities using known division facts (multiplication tables fluency). Convert between units of measure, including using common decimals and fractions. Read scales on measuring instruments, and on graphs related to measures contexts. Solve measures problems involving different units by converting to a common unit.			
Recall multiplication and division facts up to 12×12 . Solve division problems, with two-digit dividends and one-digit divisors that involve remainders. Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. Use multiplication facts during application of formal written layout. Use division facts during short division and long division.			
Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10 or 100) Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). Recognise number relationships within the context of place value to develop fluency and efficiency in calculation.			
Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to scaling a number by 10 or 100. Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. Convert between different metric units of measure.			
Recall multiplication and division facts up to 12×12 , and recognise products in multiplication tables as multiples of the corresponding number. Recognise multiples of 10, 100 and 1,000. Apply place-value knowledge to known additive and multiplicative number facts. Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients). Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. Solve contextual division problems. Simplify fractions. Express fractions in the same			

denomination.			
Recall multiplication facts up to 12 x 12. Manipulate multiplication and division equations. Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.			
Solve contextual and non-contextual multiplication problems using a formal written method.			
Recall multiplication and division facts up to 12 x 12. Manipulate multiplication and division equations. Solve division problems, with two-digit dividends and one-digit divisors that involve remainders; interpret remainders appropriately according to the context. Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.			
Solve contextual and non-contextual division problems using a formal written method.			
Recall multiplication and division facts up to 12 x 12. Find unit fractions of quantities using known division facts (multiplication tables fluency). Unitise using unit fractions (for example, understand that there are 3 one-fifths in three fifths). Find non-unit fractions of quantities.			
Solve multiplication problems that have the scaling structure.			
Recall multiplication and division facts up to 12 x 12. Reason about the location of fractions in the linear number system. Find equivalent fractions and understand that they have the same value and the same position in the linear number system.			
Compare and order fractions. Use common factors to simplify fractions. Use common multiples to express fractions in the same denomination. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.			
Divide powers of 10 into 2, 4, 5 and 10 equal parts. Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.			
Read scales on graphs and measuring instruments. Know percentage equivalents of common fractions.			
Solve problems involving knowing decimal and percentage equivalents.			
Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. Identify whether the interior angles of a polygon are equal or not. Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.			
Solve problems involving missing angles.			
Compose polygons from smaller shapes. Recall multiplication facts up to 12 x 12. Compare areas and calculate the area of rectangles (including squares) using standard units.			
Calculate the area of compound rectilinear shapes and other 2D shapes, including triangles and parallelograms, using standard units. Use the relationship between side-length and perimeter, and between side-length and area to calculate unknown values.			
Solve problems involving converting between units of time; convert between different units of metric measures.			

Year 6 - Maths – Key Performance Indicators

Children working at Age Related Expectations:

Use mathematical concepts, facts and procedures appropriately, flexibly and fluently.

Recall key number facts with speed accuracy and use them to calculate and work out unknown facts.

Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Children working at Greater Depth Standard:

Solve problems of greater complexity, demonstrating creativity and imagination.

Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Pre-requisite skills

Age Related Expectation (ARE) / Key Performance Indicator (KPI)

Future Applications

	Fluency	Application	Application at GDS
<p>Understand the relationship between powers of 10 from 1 hundredth to 1,000 in terms of grouping and exchange (for example, 1 is equal to 10 tenths) and in terms of scaling (for example, 1 is ten times the size of 1 tenth).</p> <p>Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</p> <p>Understand and use place value for decimals, measures, and integers of any size. Interpret and compare numbers in standard form where n is a positive or negative integer or zero.</p>			
<p>Recognise the place value of each digit in numbers with units from thousands to hundredths and compose and decompose these numbers using standard and nonstandard partitioning.</p> <p>Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning.</p> <p>Understand and use place value for decimals, measures, and integers of any size. Order positive and negative integers, decimals, and fractions. Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.</p>			
<p>Reason about the location of numbers between 0.01 and 9,999 in the linear number system. Round whole numbers to the nearest multiple of 1,000, 100 or 10, as appropriate. Round decimal fractions to the nearest whole number or nearest multiple of 0.01.</p> <p>Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. Order positive and negative integers, decimals, and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥ Round numbers and measures to an appropriate degree of accuracy (for example, to a number of decimal places or significant figures). Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$</p>			
<p>Divide 1000, 100 and 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines with 2, 4, 5 and 10 equal parts.</p> <p>Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p> <p>Use standard units of mass, length, time, money, and other measures, including with decimal quantities. Construct and interpret appropriate tables, charts, and diagrams.</p>			
<p>Be fluent in all key stage 2 additive and multiplicative number facts and calculation. Manipulate additive equations, including applying understanding of the inverse relationship between addition and subtraction, and the commutative property of addition. Manipulate multiplicative equations, including applying understanding of the inverse relationship between multiplication and division, and the commutative property of multiplication.</p> <p>Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation; use formal methods to solve multi-step problems.</p> <p>Understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction. Express 1 quantity as a fraction of another, where the fraction is less than 1 and greater than 1. Interpret mathematical relationships both algebraically and geometrically. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning.</p>			
<p>Make a given number (up to 9,999, including decimal fractions) 10, 100, 1 tenth or 1 hundredth times the size (multiply and divide by 10 and 100). Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10, 100, 1 tenth or 1 hundredth). Manipulate additive equations. Manipulate multiplicative equations.</p> <p>Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p> <p>Recognise and use relationships between operations including inverse operations. Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. Understand and use standard mathematical formulae; rearrange formulae to change the subject.</p>			

<p>Recall multiplication and division facts up to 12 x 12. Apply place-value knowledge to known additive and multiplicative number facts.</p> <p>Solve problems involving ratio relationships.</p> <p>Use ratio notation, including reduction to simplest form. Divide a given quantity into 2 parts in a given part:part or part:whole ratio; express the division of a quantity into 2 parts as a ratio.</p> <p>Be fluent in all key stage 2 additive and multiplicative number facts and calculation. Manipulate additive equations. Manipulate multiplicative equations. Find a fraction of a quantity.</p>			
<p>Be fluent in all key stage 2 additive and multiplicative number facts and calculation. Manipulate additive equations. Manipulate multiplicative equations. Find a fraction of a quantity.</p> <p>Solve problems with 2 unknowns; substitute values into a simple formula to solve problems.</p> <p>Reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically. Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations.</p>			
<p>Recall multiplication and division facts up to 12 x 12. Find factors and multiples of positive whole numbers, including common factors and common multiples. Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p> <p>Recognise when fractions can be simplified, and use common factors to simplify fractions.</p> <p>Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. Simplify and manipulate algebraic expressions by taking out common factors.</p>			
<p>Recall multiplication and division facts up to 12 x 12. Find factors and multiples of positive whole numbers. Find equivalent fractions. Reason about the location of fractions and mixed numbers in the linear number system.</p> <p>Express fractions in a common denomination and use this to compare fractions that are similar in value. Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.</p> <p>Order positive and negative integers, decimals and fractions. Use the 4 operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. Use and interpret algebraic notation, including: a/b in place of coefficients written as fractions rather than as decimals.</p>			
<p>Reason about the location of fractions and mixed numbers in the linear number system. Find equivalent fractions.</p> <p>Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy; calculate using fractions, decimals or percentages.</p> <p>Order positive and negative integers, decimals, and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, \neq, <, >, \leq, \geq.</p>			
<p>Find the perimeter of regular and irregular polygons. Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. Compare areas and calculate the area of rectangles (including squares) using standard units.</p> <p>Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.</p> <p>Draw shapes and solve more complex geometry problem.</p>			

EYFS updated 2022-2023

Mathematics: Number and Numerical Patterns (New Framework 20-21)

3 and 4 year olds

Fast recognition of up to 3 objects (subitising)	
Recite numbers past 5	
Say one number for each item in order: 1, 2, 3, 4, 5.	
Know that the last number reached when counting tell you how many in total (cardinality)	
Show 'finger numbers' up to 5	
Links numerals and amounts to 5	
Experiments with their own symbols and marks as well as numerals	
Solves real world maths problems with numbers up to 5	
Compares quantities using language 'more than', 'fewer than'	
Talks about and compares 2D and 3D shapes	
Understands position through words alone	
Describes a familiar route	
Discuss routes and locations using words like 'in front of' and 'behind'	
Makes comparisons between objects relating to size, length, weight and capacity	
Selects shapes appropriately: flat surfaces for building, triangular prism for a roof, etc	
Combines shapes to make new ones: an arch, a bigger triangle, etc	
Talks about and identifies patterns around them (pointy, stripy, spotty, blobs, etc)	
Extends and creates ABAB patterns	
Notices and corrects an error in a repeating pattern	
Begins to describe a sequence of events, real or fictional, using words such as first, then, etc	

Reception

Counts objects, actions and sounds	
Subitise	
Links number symbol with its cardinal number value	
Counts beyond 10	
Compares numbers	
Understands the '+1/-1 relationship between consecutive numbers	
Explores the composition of numbers to 10	
Automatically recalls number bonds for numbers 0-10.	
Selects, rotates and manipulates shapes in order to develop spatial reasoning	
Composes and decomposes shapes so they can recognise a shape can have other shapes within it	
Continues, copies and creates repeating patterns (AB, ABB, ABBC)	
Compares weight, length and capacity	

ELG

Has deep understanding to 10, inc composition	
Subitises to 5	
Recalls number bonds to 5 inc subtraction facts	
Recalls some number bonds to 10	
Recalls double facts to 10	
Counts beyond 20, recognising pattern of counting system	
Compares quantities to 10 in different contexts, recognising when one is greater than, less than, the same	
Explores/represents patterns in numbers to 10, inc evens/odds/doubles/distributing quantities equally	

3 and 4 year olds

Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writes 'm' for mummy.	
Writes some or all of their name.	
Writes some letters accurately.	

Reception

Form lower-case letters correctly.	
Form capital letters correctly.	
Spell words by identifying the sounds and then writing the sound with letter/s.	
Writes short sentences with words with known sound-letters correspondences using a capital letter and a full stop.	
Re-reads what they have written to check that it makes sense.	

ELG

Writes recognisable letters, with most correctly formed.	
Spells words by identifying sounds in them and represents the sounds with a letter or letters.	
Writes simple phrases and sentences that can be read by others.	

Physical Development: Fine Motor Skills**3 and 4 year olds**

Use a comfortable grip with good control when holding pens and pencils.	
Show a preference for a dominant hand.	

Reception

Competently use pencils for writing.	
Developed the foundations of a handwriting style which is fast, accurate and efficient.	

ELG

Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost cases)	
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