PAISLEY PRIMARY SCHOOL

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

ASSESSMENT POLICY

September 2026

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:

- BLW - 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 Constellation Trust, 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 Arbor 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 and then at the 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)

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.
- Teacher assessments are made using unit assessment cards which include the core knowledge/skills for each unit.
- Foundation subjects are tracked termly against Trust progressive objectives and recorded using Arbor 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 and underachieving groups/individuals.
- 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 grading for progress, attainment and effort

Differentiation and SEND

- SEND pupils working well below their chronological age are assessed and supported using The Curriculum Progression Toolkit (CPT). The CPT uses small step progress targets and is monitored by our SENDCo.
- 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
- 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.

Appendix 1.

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=rEWlfQQl_Uo
  https://www.youtube.com/watch?v=-v3XOsTF33Y

- Working towards the expected standard: https://www.youtube.com/watch?v=z9KRimNLkJQ

<u>As Year 1 teachers we will endeavour to:</u>

- **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 red 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:					
• **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.**					
• **sound out most unfamiliar words accurately, without undue hesitation.**					
Comprehension					
In a book that I can already read fluently, I can:					
• **check it makes sense, correcting any inaccurate reading.**					
• **answer questions.**					
• **make some inferences.**					
• **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:					
• **make inferences.**					
• **make a plausible prediction about what might happen on the basis of what I have read so far.**					
• **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/ ('teknical') 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 meeting 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 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.					

Key Performance Indicators

Writing

Updated 2025

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 into a child's writing book. The date for each independent piece of writing should be written at the top of a column, and the KPIs which are evident in that piece of writing should be ticked. 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 seven 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, based on **essential foundational knowledge**, has been added to the KPIs to ensure consistency of assessment. **In order for a child to be working at 'age-related expectations,' the statements contained within the non-negotiables need 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.'

Early Years Foundation Stage

Writing

3 and 4 year olds (Development Matters Statements in Bold)						
Use some of their print and letter knowledge in their early writing. Eg: writing a pretend shopping list that starts at the top of the page, writes 'm' for mummy						
Writes some letters accurately						
Writes some or all of their name						
Can orally say a 4 to 6 word sentence						
Reception (Development Matters Statements in Bold)						
Forms lower-case letters correctly						
Spells words by identifying the sounds and then writing the sound with letter/s: 1. Initial sound 2. End sound 3. CVC 4. CVC caption 5. Short sentence 6. CVCC / CCVC						
Forms capital letters correctly						
Can write a caption or phrase dictated by an adult that includes phonic sounds and common exception words taught so far						
Can say out loud what they are going to write						
Writes short sentences with words with known sound-letter correspondences using a capital letter and full stop						
Re-reads what they have written to check that it makes sense						

Early Years Foundation Stage

Physical Development: Fine Motor Skills

(If children are not able to demonstrate the fine motor skills needed, refer back to Gross Motor Skills in Development Matters).

3 and 4 year olds (Development Matters Statements in Bold)						
Combines different movements with ease and fluency: 1. core 2. mid-line 3. shoulder						
Forms shapes such as lines (vertical/horizontal) & circles (Beery Buktenica Scale) 1. vertical 2. horizontal 3. large circles 4. small circles 5. spirals 6. waves 7. bounces 8. plus signs						
Shows a preference for a dominant hand.						
Uses a comfortable grip with good control when holding pens and pencils.						
Reception (Development Matters Statements in Bold)						
Holds a pencil using an appropriate grip for their stage of development: 1. cylindrical grasp 2. digital grasp 3. full palmar grasp 4. modified tripod 5. tripod grip						
Forms shapes such as crosses, squares, diagonal lines, x and triangles (Beery Buktenica Scale): 1. castle roofs 2. squares 3. diagonals 4. crosses 5. stars 6. triangles						
Combines different movements with ease and fluency: 1. elbow 2. wrist 3. fingers						
Competently uses pencils for writing.						
Has developed the foundations of a handwriting style which is fast, accurate and efficient.						
Early Learning Goals (Statutory Assessments)						
Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost cases)						
Is beginning to write on the line and control letter size.						

Year 1

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

AGE RELATED EXPECTATIONS: YEAR 1							
Year 1 foundational knowledge non-negotiables. These must be secure by the end of Year 1.							
Holds a pencil correctly using the tripod grip							
Forms lower-case letters in the correct direction, starting and finishing in the right place							
Forms capital letters correctly							
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly							
Correctly spells most Year 1 common exception words							
Leaves a space between words							
Says out loud what they are going to write about							
Composes a sentence orally before writing it							
Reads back what they have written							
Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words taught so far.							
Demarcates some sentences with capital letters and full stops							
Transcription - Spelling							
Spells days of the week.							
Uses simple prefixes and suffixes: • Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Uses the prefix un– • Uses –ing, –ed, –er and –est mostly accurately							
Composition – Grammar and Punctuation							
Is beginning to punctuate sentences with a question mark or exclamation mark							
Sometimes uses capital letters for names, places, days of the week and the personal pronoun 'I'							
Joins words and join clauses using "and"							
Re-reads what they have written to check that it makes sense							
Composition – Vocabulary							
Uses vocabulary they have heard from reading in their writing							
Composition – Structure							
Writes sentences that are sequenced to form a short narrative, after discussion with their teacher							
GREATER DEPTH							
Regularly uses capital letters, question marks and exclamation marks correctly							
Uses capital letters for names, places and days of the week with greater accuracy in their writing							
Correctly spells Year 1 exception words							
Spelling choices are mostly accurate throughout pieces of work							
Uses more adventurous vocabulary in their writing, often selecting words beyond their year group							
Writes at greater length with increasing independence, developing their own ideas							

Year 2

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.

Narratives about personal experiences and those of others (real and fictional) and writing about real events 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	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** 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, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

WORKING TOWARDS AGE RELATED EXPECTATIONS: YEAR 2							
Working towards the expected standard							
Transcription – Handwriting							
Forms lower-case letters in the correct direction, starting and finishing in the right place							
Forms lower-case letters of the correct size relative to one another in some writing							
Uses spacing between words							
Transcription – Spelling							
Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others							
Spells some common exception words							
Composition – Grammar and Punctuation							
Demarcates some sentences with capital letters and full stops							
Composition – Structure							
Writes sentences that are sequenced to form a short narrative (real or fictional)							

AGE RELATED EXPECTATIONS: YEAR 2							
Before considering an assessment at ARE, there **must** be evidence of all foundational knowledge statements and statements in bold which represent the TAF.							
Holds a pencil correctly using the tripod grip							
Forms lower-case letters accurately and in the correct direction, starting and finishing in the right place							
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
Uses spacing between words that reflects the size of the letters							
Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others							
Correctly spells most Year 1 and Year 2 common exception words							
Plans and says out loud what they are going to write about							
Composes each sentence orally before writing it							
Accurately writes sentences dictated by an adult that include the phonics sounds and common exception words taught so far.							
Reads back what they have written with appropriate intonation to make the meaning clear							
Demarcates most sentences with capital letters and full stops, and uses question marks correctly when requiredkjkj							
Transcription – Spelling							
Spells some words with contracted forms							
Adds suffixes to spell some words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly)							
Composition – Grammar and Punctuation							
Uses present and past tense mostly correctly and consistently							
Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses							
Uses sentences with different forms in my writing (statements, questions, exclamations and commands)							
Composition – Vocabulary							
Uses expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour							
Draws on and use new vocabulary from their reading and from wider experiences in their writing							
Composition – Structure							
Writes simple, coherent narratives about personal experiences and those of others (real or fictional)							
Writes about real events, recording these simply and clearly							
GREATER DEPTH							
Writes effectively and coherently for different purposes, using their knowledge of books they have read to select their vocabulary and writing							
Edits their work by making simple additions, revisions and proof-reading corrections to improve their writing							
Uses 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, *the girl's name*]							
Spells most common exception words							
Adds suffixes to spell most words correctly (e.g. –ment, –ness, –ful, –less, –ly)							
Uses the diagonal and horizontal strokes needed to join some letters							

Year 3

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

AGE RELATED EXPECTATIONS: YEAR 3						
Year 3 foundational knowledge non-negotiables. These must be secure by the end of the year.						
Holds a pencil correctly using the tripod grip						
Forms lower-case letters accurately and in the correct direction, starting and finishing in the right place						
Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
Uses spacing between words that reflects the size of the letters						
Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others						
Correctly spells Year 1 and Year 2 common exception words						
Plans and says out loud what they are going to write about						
Composes and rehearses sentence orally before writing						
Writes back from memory simple sentences dictated by an adult that includes words and punctuation taught so far.						
Reads back what they have written with appropriate intonation to make the meaning clear						
Demarcates sentences with capital letters and full stops, and uses question marks correctly when required						
Uses co-ordination (or/and/but) & subordination (when/if/that/because) to join clauses						
Transcription – Handwriting						
Uses the diagonal and horizontal strokes needed to join letters in all writing, and understands which letters, when adjacent to one another, are best left un-joined						
Shows increasing legibility, consistency and quality in their handwriting						
Transcription – Spelling						
Adds prefixes and suffixes to spell some words correctly in their writing						
Spells some Year 3/4 words (Appendix list) and homophones						
Proof-reads for spelling and punctuation errors, correcting some mistakes themselves						
Composition – Planning						
Plans and record ideas in different ways, including rehearsing sentences orally (including dialogue), showing an increasing understanding of audience and purpose						
Composition – Structure						
Organises some of their ideas into paragraphs						
Uses conjunctions that signal time and shift the setting (e.g. meanwhile, later on)						
In narratives, creates settings, characters and plot						
In non-narrative, uses simple organisational devices, e.g. headings and sub-headings						
Composition – Grammar and Punctuation						
Uses an increasing range of sentence structures, sometimes using subordinate clauses.						
Uses a range of conjunctions, adverbs and prepositions (including when, if, because, although)						
Sometimes uses inverted commas to indicate when someone is speaking						
Uses the simple present and past tense consistently						
Ensures correct subject and verb agreement when using singular and plural						
Sometimes indicate possession using apostrophes						
Proofreads work to address spelling and punctuation errors						
Composition – Vocabulary						
Draws on a varied and rich vocabulary to describe and specify						
GREATER DEPTH						
Writes for different purposes with greater confidence and independence						
Uses more varied and rich vocabulary to create an effect						
Uses subordinate clauses, sometimes in varied positions						
Uses the full range of punctuation from previous year groups, and inverted commas to punctuate sentences with increasing accuracy						
Spells many of the Year 3/4 words accurately						
Uses joined handwriting which shows increased legibility						

Year 4

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

AGE RELATED EXPECTATIONS: YEAR 4						
Year 4 foundational knowledge non-negotiables. These must be secure by the end of Year 4.						
Holds a pencil correctly using the tripod grip						
Forms lower-case letters accurately and in the correct direction						
Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
Uses the diagonal and horizontal strokes needed to join letters in all their writing						
Uses spacing between words that reflects the size of the letters						
Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others						
Correctly spells Year 1 and Year 2 common exception words.						
Plans and says out loud what they are going to write about						
Composes and rehearses sentence orally before writing						
Reads back what they have written with appropriate intonation to make the meaning clear						
Writes back from memory simple sentences dictated by an adult that includes words and punctuation taught so far.						
Demarcates sentences with capital letters, full stops or question marks						
Uses co-ordination (or/and/but) & subordination (when/if/that/because) to join clauses						
Uses present and past tense correctly and consistently						
Ensures correct subject and verb agreement when using singular and plural						
Transcription – Handwriting						
Uses joined handwriting which shows increased legibility, consistency and quality						
Transcription – Spelling						
Uses prefixes and suffixes (Appendix 1)						
Spells many of the Year 3/4 words correctly						
Spells many of the Year 4 homophones correctly (Appendix 1)						
Composition – Planning						
Plans writing using the main features of a specific text type						
Composition – Structure						
Organises paragraphs around a theme and sequences them logically						
Uses conjunctions that signal time, shift attention, inject suspense and shift the setting						
Composition – Grammar and Punctuation						
Uses subordinating conjunctions to begin sentences, e.g. when, if, because, although						
Uses a comma accurately when using a fronted adverbial.						
Punctuates direct speech accurately, using a comma after the reporting clause and a new line for each new speaker						
Uses the present perfect form of verbs						
Uses a mixture of simple, compound and complex sentences						
Uses apostrophes accurately to indicate possession, including irregular plurals						
Uses standard English verb inflections correctly e.g. ‘we were’ rather than ‘we was’						
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of nouns and pronouns to avoid repetition						
Proofreads work to address spelling and punctuation errors						
Composition – Vocabulary						
Uses figurative language (similes and alliteration)						
Uses adverbs / adverbials and prepositional phrases to express time and cause						
GREATER DEPTH						
Adapts their writing to suit a specific purpose and audience, using appropriate language and structural features						
Create detailed description in their writing through increasingly precise language selection						
Engages the reader through well-selected vocabulary choices						
Punctuates a wider range of sentences accurately and with control						
Spells most Year 4 homophones and use well-chosen prefixes and suffixes correctly						

Year 5

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 5 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, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* 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						
Year 5 foundational knowledge non-negotiables. These must be secure by the end of Year 5.						
Forms all letters and numbers accurately, with correct orientation and appropriate sizing						
Uses the diagonal and horizontal strokes needed to join letters in all their writing						
Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others						
Correctly spells common exception words from Year 1/2 and Year 3/4						
Demarcates sentences with capital letters, full stops or question marks						
Uses co-ordination (or/and/but) & subordination (when/if/that/because) to join clauses						
Uses present and past tense correctly and consistently through a piece of writing						
Ensures correct subject and verb agreement when using singular and plural						
Uses apostrophes for possession and contraction accurately						
Uses paragraphs to organise ideas						
Transcription - Handwriting						
Maintains legibility, fluency and speed in handwriting						
Transcription - Spelling						
Spells some of the Year 5/6 words accurately (Appendix 1)						
Proof-reads work for spelling errors						
Composition – Planning						
Identifies the audience and purpose of the writing, choosing the level of formality appropriate to their audience						
Composition – Structure						
Uses a wide range of cohesive devices within paragraphs, e.g. *then*, *after that*, *this*, *firstly*, and across paragraphs, using adverbials of time e.g. *later*, place e.g. *nearby,* and number e.g. *secondly*] or tense choices [for example, he *had* seen her before].						
Uses further organizational and presentational devices to structure text and guide the reader, e.g. headings, subheadings, captions						
Integrates dialogue into narratives to convey character and advance the action						
Composition – Grammar and Punctuation						
Varies the way sentences are structured, e.g. a long, complex sentence to add detail or improve cohesion, followed by a short sentence to add drama or tension						
Creates complex sentences and varies the way these are structures, e.g. using relative clauses, using co-ordinating and subordinating conjunctions accurately						
Uses commas to clarify meaning or avoid ambiguity						
Is beginning to accurately use brackets, dashes and commas to indicate parentheses						
Proof-reads work for punctuation errors						
Composition – Vocabulary						
Adds figurative devices for effect (eg: metaphors, personification)						
Describes settings, characters and create atmosphere effectively by selecting appropriate grammar and vocabulary						
GREATER DEPTH						
Writes with control and confidence for a specific purpose and defined audience						
Makes precise and adventurous vocabulary choices to suit the purpose of their writing and propose changes to enhance or clarify meaning						
Controls the length and structure of sentences for effect						
Is beginning to use semi-colons, colons appropriately and can use punctuation to add precision and create effect						
Spells many of the Year 5/6 words accurately						

Year 6

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

WORKING TOWARDS AGE RELATED EXPECTATIONS: YEAR 6							
Working towards the expected standard							
Transcription - Handwriting							
Writes legibly							
Transcription - Spelling							
Correctly spells most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list							
Composition – Planning							
Can write for a range of purposes and audiences.							
Composition – Structure							
Uses paragraphs to organise ideas							
In narratives, can describe settings and characters							
In non-narrative writing, uses simple devices to structure their writing and support the reader (e.g. headings, sub-headings, bullet points)							
Composition – Grammar and Punctuation							
Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly							

AGE RELATED EXPECTATIONS: YEAR 6							
Before considering an assessment at ARE, there **must** be evidence of all statements in bold which represent the TAF.							
Transcription - Handwriting							
Maintains legibility in joined handwriting when writing at speed							
Transcription - Spelling							
Correctly spells most words from the year 5 / year 6 spelling list							
Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary							
Composition – Planning							
Writes effectively for a range of purposes and audiences							
Composition – Structure							
Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
In narratives, can effectively describe settings, characters and create atmosphere							
Integrates dialogue in narratives to convey character and advance the action							
Composition – Grammar and Punctuation							
Uses verb tenses consistently and correctly throughout their writing							
Uses the range of punctuation taught at key stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech							
Composition – Vocabulary							
Selects 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)							
Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g. • **Uses contracted forms in dialogues in narrative** • **Uses passive verbs to affect how information is presented** • **Uses modal verbs to suggest degrees of possibility**							
GREATER DEPTH							
Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing							
Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
Distinguishes between the language of speech and writing and chooses the appropriate register							
Uses the full range of punctuation taught at key stage 2 correctly, including colons, semi-colons, dashes and hyphens, and, when necessary, uses such punctuation precisely to add a specific effect, enhance meaning and avoid ambiguity							



Key Performance Indicators

Mathematics

Key stage 1 – years 1 and 2

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Maths – Key Performance Indicators: Year 1

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 then 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			
Year 1 Working Towards Statements	**Fluency**	**Application**	
Count reliably to 1-20			
Order numbers 1-20			
Know one more or one less (numbers to 20)			
Double and halve numbers to 10			
Add by counting on			
Place Value	**Fluency**	**Application**	**Application at GDS**
Count to hundred, forwards and backwards, beginning with 0 or 1, or from any given number.			
Count, read and write numbers to 100 in numerals and words.			
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			
Given a number, identify one more			
Given a number, identify one less.			
Read and write numbers from 1 to 20 in numerals and words			
Addition and Subtraction			
Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs			
Represent and use number bonds and related subtraction facts (within 20)			
Add one digit numbers (to 20), including zero.			
Subtract one digit numbers (to 20), including zero.			
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? − 9			
Geometry and Shape			
Recognise and name common 2D, including rectangles, squares, circles and triangles.			
Recognise and name common 3D shapes, cuboids, pyramids and spheres.			
Measurement: Money			
Recognise and know the value of different denominations of coins and notes.			
Measurement: Time			
Tell the time to the hour and draw the hands on a clock face to show these times.			
Tell the time half past the hour and draw the hands on a clock face to show these times.			
Multiplication and Division			

Count in multiples of twos			
Count in multiples of fives			
Count in multiples of tens			
Fractions			
Recognise, find and name a half as one of two equal parts of an object.			
Recognise, find and name a half of a shape			
Recognise, find and name a half of a quantity			
Recognise, find and name a quarter as one of four equal parts of an object.			
Recognise, find and name a quarter of a shape			
Recognise, find and name a of a quarter of a quantity			
Measurement: Time			
Tell the time to the hour and draw the hands on a clock face to show these times.			
Tell the time half past the hour and draw the hands on a clock face to show these times.			
Measure			
Compare and solve practical problems involving measure of length, mass and capacity			

Maths – Key Performance Indicators: Year 2

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 then 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

Year 2 Working towards Statements	Fluency	Application	
Read and write numbers in numerals to 100.			
Partition a two-digit number into tens and ones.			
Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required.			
Recall at least four of the six number bonds for 10 and reason about associated facts.			
Count in twos, fives and tens from 0 and use this to solve problems.			
I can double and halve numbers up to 20.			
Know the value of different coins.			
Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.			
Year 2 Working at the Expected Standard			
Place Value			
Count in steps of 2 from 0 and in tens from any number, forward and backward.			
Count in steps of 3 from 0 and in tens from any number, forward and backward.			
Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.			
Count in steps of 5 from 0 and in tens from any number, forward and backward.			
Recognise the place value of each digit in a two digit number (tens, ones.)			
Identify, represent and estimate numbers to 100 using different representations including the number line.			
Read and write numbers to at least 100 in numerals and words.			
Compare and order numbers from 0 up to 100; use <, > and = signs.			
Addition and Subtraction			
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)			
Add three one-digit numbers			
Add two-digit number and 10s			
Subtract two-digit number and tens			
Add two two-digit numbers			
Subtract two two-digit numbers			
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.			
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100			
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.			
Geometry and Shape			
Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.			
Name and describe properties of 2-D shapes			
Name and describe properties of 3-D shapes			

Money			
Use different coins to make the same amount.			
Use different coins to make the same amount			
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value			
Multiplication and Division			
Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.			
Recall multiplication and division facts for 2			
Recall multiplication and division facts for 5			
Recall multiplication and division facts for 10			
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs			
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs			
Measurement			
Read scales in divisions of twos, fives and tens.			
compare and order lengths, mass, volume/capacity a			
choose and use appropriate standard units to estimate and measure			
Read scales where not all numbers on the scale are given and estimate points in between			
Fractions			
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.			
Identify a 1/3			
Identify 1/2			
Identify 2/4			
Identify 3/4			
Write simple fractions for example, ½ of 6 = 3			
Time			
Read the time on a clock to the nearest 15 minutes.			
Statistics			
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables			

***Statements underline are direct from the interim statements**

Year 2 Greater Depth Standard Statements	Fluency	Application	Application at GDS
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			

Lower key stage 2 – years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Maths – Key Performance Indicators: Year 3

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 then 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			
Year 3 Working Towards Statements	**Fluency**	**Application**	
Recognise the place value of each digit in a two digit number (tens, ones.)			
Read and write numbers to at least 100 in numerals and words.			
Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35)			
Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 72 – 17)			
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.			
Recall multiplication and division facts for 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.			
Recall multiplication and division facts for 2 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.			
Recall multiplication and division facts for 5 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.			
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.			
Write simple fractions for example, ½ of 6 = 3			
Place Value	**Fluency**	**Application**	**Application at GDS**
Read and write numbers up to 1000 in numerals and in words			
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)			
Compare and order numbers to 1000			
Identify, represent and estimate numbers using different representations			
Counts in multiples of 3,			
Counts in multiples of 4,			
Counts in multiples of 6,			
Counts in multiples of 8			
Counts in multiples of 50			
Counts in multiples of 100			
Addition and Subtraction			
Add numbers with up to three digits mentally (a three digit and ones)			
Add numbers with up to three digits mentally (a three digit and tens)			

Add numbers with up to three digits mentally (a three digit and hundred)			
Subtract numbers with up to three digits mentally (a three digit and ones)			
Subtract numbers with up to three digits mentally (a three digit and tens)			
Subtract numbers with up to three digits mentally (a three digit and hundred)			
Add numbers with up to three digits, using formal written methods of columnar addition.			
Subtract numbers with up to three digits, using formal written methods of columnar subtraction.			
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.			
Use inverse operations to check answers			
Estimate the answer to a calculation			
Multiplication and Division			
Recall and use multiplication and division facts for the 3 multiplication table			
Recall and use multiplication and division facts for the 6 multiplication table			
Recall and use multiplication and division facts for the 9 multiplication table			
Recall and use multiplication and division facts for the 4 multiplication table			
Recall and use multiplication and division facts for the 8 multiplication table			
Multiply a 2 digit number by a 1 digit number mentally			
Multiply a 2 digit number by a 1 digit number using a formal written method			
Divide a 2 digit number by a 1 digit number mentally			
Divide a 2 digit number by a 1 digit number using a formal written method			
Solve problems, including missing number problems, involving multiplication including positive integer scaling problems and correspondence problems in which n objects are connected to m objects			
Solve problems, including missing number problems, involving division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects			
Measurement: Length			
Measure lengths (m/cm/mm).			
Compare lengths (m/cm/mm).			
Add lengths (m/cm/mm).			
Subtract lengths (m/cm/mm).			
Fractions			
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.			
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10			
Recognise and show, using diagrams, equivalent fractions with small denominators			

Compare and order unit fractions, and fractions with the same denominators Add fractions with the same denominator within one whole. Subtract fractions with the same denominator within one whole.			
Measurement: Mass/Capacity			
Measure mass (g/kg).			
Compare mass (g/kg).			
Add mass (g/kg).			
Subtract mass (g/kg).			
Measure capacity (ml/l)			
Compare capacity (ml/l)			
Add capacity (ml/l)			
Subtract capacity (ml/l)			
Money			
Add amounts of money to give change, using both £ and p in practical contexts			
Subtract amounts of money to give change, using both £ and p in practical contexts			
Measurement: Time			
Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.			
Estimate and read time with increasing accuracy to the nearest minute			
Know the number of seconds in a minute and the number of days in each month, year and leap year			
record and compare time in terms of seconds, minutes and hours			
use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight			
Compare durations of events [for example to calculate the time taken by particular events or tasks].			
Shape			
Recognise angles as a property of shape or a description of a turn.			
Identify whether angles are greater than or less than a right angle.			
Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn;			
Draw 2-D shapes and make 3-D shapes using modelling materials			
Recognise 3-D shapes in different orientations and describe them			
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
Statistics			
Interpret and present data using bar charts			

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

Maths - Key Performance Indicators: Year 4

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 then 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			
Year 4 Working Towards Statements	**Fluency**	**Application**	
Read and write numbers up to 1000 in numerals and in words			
Compare and order numbers up to 1000			
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.			
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.			
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.			
Add and subtract fractions with the same denominator within one whole.			
Place Value	**Fluency**	**Application**	**Application at GDS**
Count in multiples of 6, 7, 9, 25 and 1,000			
Find 1,000 more or less than a given number			
Count backwards through 0 to include negative numbers			
Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)			
Round any number to the nearest 10			
Round any number to the nearest 100			
Round any number to the nearest 1,000			
Read Roman numerals to 100			
Addition and Subtraction			
Add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.			
Subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.			
Solve addition two-step problems in contexts, deciding which operations and methods to use and why			
Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why			
Multiplication and Division			
Recall and use multiplication and division facts for multiplication tables x6			
Recall and use multiplication and division facts for multiplication tables x7			
Recall and use multiplication and division facts for multiplication tables x9			
Recall and use multiplication and division facts for multiplication tables x11			
Recall and use multiplication and division facts for multiplication tables x12			
Recall and use multiplication and division facts for multiplication tables up to 12 x 12.			
Recognise and use factor pairs and commutativity in mental calculations.			
Multiply two digit and three digit numbers by a one digit number using formal written layout.			
Divide two and three digit numbers by a one digit number using an informal method.			
Measurement: Length			

Convert between different units of measure eg kilometre to metre.			
Measurement: Perimeter			
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres			
Measurement: Area			
Find the area of rectilinear shapes by counting squares.			
Fractions			
Recognise and show, using diagrams, families of common equivalent fractions.			
Add and subtract fractions with the same denominator.			
Decimals			
Recognise and write decimal equivalents of any number of tenths or hundredths.			
Recognise and write decimal equivalents to ¼, ½, ¾			
Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Round decimals with one decimal place to the nearest whole number.			
Measurement: Money			
Solve simple measure and money problems involving fractions and decimals to two decimal places.			
Measurement: Time			
Read, write & convert time between analogue and digital 12 and 24 hour clocks.			
Geometry – properties of shape			
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.			
Identify lines of symmetry in 2D shapes presented in different orientations.			
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.			
Geometry- Angles			
Identify acute and obtuse angles and compare and order angles up to two right angles by size.			
Geometry- Position and Direction			
Describe positions on a 2D grid as coordinates in the first quadrant.			
Describe movements between positions as translations of a given unit to the left/ right and up/ down.			
Statistics			
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.			

Upper key stage 2 – years 5 and 6

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Maths – Key Performance Indicators : Year 5

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 then 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

Year 5 Working Towards Statements	Fluency	Application	Application at GDS
Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)			
Order and compare numbers beyond 1000.			
Round any number to the nearest 10, 100 or 1000.			
Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate.			
Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.			
Recall and use multiplication and division facts for multiplication tables up to 12 x 12.			
Multiply two digit and three digit numbers by a one digit number using formal written layout.			
Divide two and three digit numbers by a one digit number using an informal method.			
Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Add and subtract fractions with the same denominator.			
Place Value	**Fluency**	**Application**	**Application at GDS**
Read and write numbers to at least 1 000 000 and determine the value of each digit			
Order and compare numbers to at least 1 000 000 and determine the value of each digit			
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000			
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000			
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals			
Solve number problems and practical problems that involve all of the above			
Addition and Subtraction			
Add whole numbers with more than 4 digits, including using formal written methods (columnar addition)			
Subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)			
Add and subtract numbers mentally with increasingly large numbers			
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy			
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.			
Multiplication and Division			

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers			
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers			
Establish whether a number up to 100 is prime and recall prime numbers up to 19			
Multiply and divide numbers mentally drawing upon known facts			
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 **(also covered in decimals)**			
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)			
Fractions A			
Compare and order fractions whose denominators are multiples of the same number.			
Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.			
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number			
Add fractions with the same denominator and denominators that are multiples of the same number.			
Subtract fractions with the same denominator and denominators that are multiples of the same number.			
Multiplication and Division B			
Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers			
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context			
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes			
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign			
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.			
Fractions B			
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.			
Read and write decimal numbers as fractions for example 0.71 = 71/100]			
Decimals and Percentages			
Read and write numbers with up to three decimal places.			
Order and compare numbers with up to three decimal places.			
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.			
Round decimals with two decimal places to the nearest whole number and to one decimal place.			
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 **(also covered in multiplication and division)**			
Solve problems involving number up to three decimal places.			
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.			
Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator			

of a multiple of 10 or 25.			
Measurement: Perimeter, Area and Volume			
Measure and calculate the perimeter of composite rectilinear shapes in cm and m.			
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2)			
Estimate the area of irregular shapes			
Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity (e.g. using water)			
Statistics			
Complete, read and interpret information in tables including timetables.			
Solve comparison, sum and difference problems using information presented in a line graph			
Measurement: Converting Units			
Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml)			
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints			
Solve problems involving converting between units of time			
Use all four operations to solve problems involving measure, using decimal notation, including scaling			
Geometry: Shape			
Identify 3D shapes, including cubes and other cuboids, from 2D representations.			
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.			
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.			
Draw given angles, and measure them in degrees (o)			
Identify: ♣ angles at a point and one whole turn (total 360°) ♣ angles at a point on a straight line and 2 1 a turn (total 180°) ♣ other multiples of 90°			
Use the properties of rectangles to deduce related facts and find missing lengths and angles			
Geometry – Position and Direction)			
Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not change			
Place Value: Negative Numbers			
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero			

Maths – Key Performance Indicators: Year 6

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 then 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

Year 6 Working Towards Statements	**Fluency**	**Application**
Read and write numbers to at least 1000000 and determine the value of each digit.		
Order and compare numbers to at least 1000000 and determine the value of each digit.		
Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000		
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		
Multiply numbers up to 4 digits by a one number using a formal written method, including long multiplication for 1 digit numbers.		
Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.		
Compare and order fractions whose denominators are multiples of the same number.		
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number		
Read, write, order and compare numbers with up to three decimal places.		
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		

Place Value	**Fluency**	**Application**	**Application at GDS**
Read and write numbers up to 10 000 000 and determine the value of each digit including decimals up to 3dp.			
Order and compare numbers to at least 1000000 and determine the value of each digit.			
Round any whole number to a required degree of accuracy.			
Demonstrate place value for large numbers and decimals			
Use negative numbers in context, and calculate intervals across zero.			
Addition, Subtraction, Multiplication and Division			
Multiply numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.			
Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, decimals (up to 2dp) or by rounding as appropriate for the context.			
Perform mental calculations using efficient strategies to simplify calculations where appropriate, including with mixed operations and large numbers.			
Identify common factors, common multiples and prime numbers.			
Solve problems with multi-steps involving addition, subtraction, multiplication and division.			
Use knowledge of the order of operations (BODMAS), to carry out calculations involving the four operations.			
Fractions			
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination			
Compare and order fractions, including fractions > 1			

Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.			
Multiply simple pairs of proper fractions, writing the answer in its simplest form for example 1/4x 1/2 = 1/8			
Divide proper fractions by whole numbers e.g. 1/3÷ 2 = 1/6			
Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction (3/8)			
Recall and use equivalences between simple fractions, decimals and percentages, expressing as equivalent quantities			
Calculate using decimals, fractions and percentages			
Decimals			
Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp.			
Multiply one digit numbers with up to 2dp by whole numbers.			
Use written division methods in cases where the answer has up to two decimal places.			
Solve problems which require answers to be rounded to specified degrees of accuracy			
Percentages			
Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.			
Converting Units			
Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.			
Convert between imperial units (miles to km and vice versa).			
Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.			
Area, Perimeter and Volume			
Recognise that shapes with the same areas can have different perimeters and vice versa.			
Calculate the area of parallelograms and triangles.			
Calculate, estimate and compare volume of cubes and cuboids using standard units.			
Geometry – properties of shape			
Illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius.			
Draw 2D shapes using given dimensions and angles.			
Recognise, describe and build simple 3D shapes, including making nets			
Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.			
Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.			
Algebra			
Use simple formulae			
Generate and describe linear number sequences expressing missing number sequences and number problems algebraically.			
Express missing number problems algebraically			
Find pairs of numbers that satisfy an equation with two unknowns			
Find all possibilities of combinations of two variables			
Recognise when it is possible to use formulae for area and volume of shapes			
Ratio			
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.			
Solve problems involving similar shapes where the scale factor is known or can be found.			
Solve problems involving unequal sharing and grouping using knowledge of			

fractions and multiples			
Statistics			
Interpret and construct pie charts and line graphs and use these to solve problems.			
Calculate the mean as an average.			
Geometry- position and direction			
Describe positions on the full coordinate grid (all four quadrants).			
Draw and translate simple shapes on the coordinate plane and reflect them in the axes.			