

English End of Year Expectations Booklet

Year 1

Spoken Language	Reading	
	Word Reading	Comprehension
<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> *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 <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> *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.

Year 1 Writing

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>revision of work covered in Reception</p> <ul style="list-style-type: none"> *all letters of the alphabet and the sounds which they most commonly represent *consonant digraphs which have been taught and the sounds which they represent *vowel digraphs which have been taught and the sounds which they represent *the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds *words with adjacent consonants *guidance and rules which have been taught <p>Spell words containing each of the 40+ phonemes already taught</p> <p>apply simple spelling rules and guidance,</p> <ul style="list-style-type: none"> *The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck *The /ŋ/ sound spelt n before k *Division of words into syllables *-tch *The /v/ sound at the end of words *Vowel digraphs and trigraphs: ai,oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), ir, ur, er (/ə/), oo (/u:/), oo (/ʊ/), oa, oe, ou, ow, (/aʊ/), ow, (/əʊ/), ue, ew, ie, (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/) *Words ending –y (/i:/ or /ɪ/) *New consonant spellings ph and wh *Using k for the /k/ sound <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>common exception words</p> <p>compound words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation]</p> <p>develop their understanding of the concepts English Appendix 2 by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>How words can combine to make sentences</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>use the grammatical terminology in discussing their writing- letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Sequencing sentences to form short narratives</p>

Year 2

Spoken Language	Reading	
	Word Reading	Comprehension
<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> *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 <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> *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 <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

Year 2 Writing

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>Revision of work from Year 1</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> *The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y *The /s/ sound spelt c before e, i and y *The /n/ sound spelt kn and (less often) gn at the beginning of words *The /r/ sound spelt wr at the beginning of words *The /l/ or /əl/ sound spelt –le at the end of words *The /l/ or /əl/ sound spelt –el at the end of words *The /l/ or /əl/ sound spelt –al at the end of words *Words ending –il *The /aɪ/ sound spelt –y at the end of words *Adding –es to nouns and verbs ending in –y *Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it *Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it *Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter *The /ɔ:/ sound spelt a before l and ll *The /ʌ/ sound spelt o *The /i:/ sound spelt –ey *The /ə/ sound spelt a after w and qu *The /ɜ:/ sound spelt or after w *The /ɔ:/ sound spelt ar after w *The /ʒ/ sound spelt s *Words ending in –tion <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> *planning or saying out loud what they are going to write about *writing down ideas and/or key words, including new vocabulary *encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> *evaluating their writing with the teacher and other pupils *re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Formation of nouns using suffixes such as –ness, and by compounding [for example <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>develop their understanding of the concepts in English Appendix 2 by:</p> <ul style="list-style-type: none"> *learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks to demarcate sentences, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> *sentences with different forms: statement, question, exclamation, command *expanded noun phrases to describe and specify [for example, the blue butterfly] *the present and past tenses correctly and consistently including the progressive form to mark actions in progress. *subordination (using when, if, that, or because) and co-ordination (using or, and, or but) *how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command *some features of written Standard English use and understand the grammatical terminology in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present) apostrophe, comma

Lower Key Stage 2

Spoken Language	Reading	
	Word Reading	Comprehension
<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *using dictionaries to check the meaning of words that they have read *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *discussing words and phrases that capture the reader's interest and imagination *recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> *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 <p>retrieve and record information from non-fiction</p> <p>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.</p>

Lower Key Stage 2 Writing

Year 3

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>More prefixes</p> <p>The suffix –ation</p> <p>The suffix –ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>The suffix –ous</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <ul style="list-style-type: none"> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> *extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *using the present perfect form of verbs in contrast to the past tense *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *using conjunctions, adverbs and prepositions to express time and cause *using fronted adverbials *learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> *using commas after fronted adverbials *indicating possession by using the possessive apostrophe with plural nouns *using and punctuating direct speech *use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Year 3</p> <p>Word- Formation of nouns using a range of prefixes; Use of the forms a or an according to whether the next word begins with a consonant or a vowel; Word families based on common words, showing how words are related in form and meaning</p> <p>Sentence- Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>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.</p> <p>Punctuation- Introduction to inverted commas to punctuate direct speech</p> <p>Terminology for Pupils- preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>

Lower Key Stage 2 Writing

Year 4

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>More prefixes</p> <p>The suffix –ation</p> <p>The suffix –ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>The suffix –ous</p> <p>Endings which sound like /fən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> *extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *using the present perfect form of verbs in contrast to the past tense *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *using conjunctions, adverbs and prepositions to express time and cause *using fronted adverbials *learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> *using commas after fronted adverbials *indicating possession by using the possessive apostrophe with plural nouns *using and punctuating direct speech *use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Year 4</p> <p>Word- The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>]</p> <p>Sentence- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>). Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>].</p> <p>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.</p> <p>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: <i>The conductor shouted, "Sit down!"</i>]. Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]. Use of commas after fronted adverbials.</p> <p>Terminology for Pupils- Determiner, pronoun, possessive pronoun, adverbial</p>

Word list – years 3 and 4

accident	difficult	interest	probably
accidentally	disappear	island	promise
actual	early	knowledge	purpose
actually	earth	learn	quarter
address	eight	length	question
although	eighth	library	recent
answer	enough	material	regular
appear	exercise	medicine	reign
arrive	experience	mention	remember
believe	experiment	minute	sentence
bicycle	extreme	natural	separate
breath	famous	naughty	special
breathe	favourite	notice	straight
build	February	occasion	strange
busy	forward(s)	occasionally	strength
business	forwards	often	suppose
calendar	fruit	opposite	surprise
caught	grammar	ordinary	therefore
centre	group	particular	though
century	guard	peculiar	thought
certain	guide	perhaps	through
circle	heard	popular	various
complete	heart	position	weight
consider	height	possess	woman
continue	history	possession	women
decide	imagine	possible	
describe	increase	potatoes	
different	important	pressure	

Upper Key Stage 2

Spoken Language	Reading	
	Word Reading	Comprehension
<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>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.</p>	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *recommending books that they have read to their peers, giving reasons for their choices *identifying and discussing themes and conventions in and across a wide range of writing *making comparisons within and across books *learning a wider range of poetry by heart *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> *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 <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>provide reasoned justifications for their views.</p>

Upper Key Stage 2

Year 5

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *precising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> *assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *using passive verbs to affect the presentation of information in a sentence *using the perfect form of verbs to mark relationships of time and cause *using expanded noun phrases to convey complicated information concisely *using modal verbs or adverbs to indicate degrees of possibility *using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> *using commas to clarify meaning or avoid ambiguity in writing *using hyphens to avoid ambiguity *using brackets, dashes or commas to indicate parenthesis *using semi-colons, colons or dashes to mark boundaries between independent clauses *using a colon to introduce a list *punctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>Year 5</p> <p>Word- Converting nouns or adjectives into verbs using suffixes. Verb prefixes</p> <p>Sentence- Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs</p> <p>Text- Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Punctuation- Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology for Pupils- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

Upper Key Stage 2

Year 6

Transcription- Spelling	Transcription- Handwriting	Composition	Vocabulary, Grammar, Punctuation
<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *precising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> *assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> *recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *using passive verbs to affect the presentation of information in a sentence *using the perfect form of verbs to mark relationships of time and cause *using expanded noun phrases to convey complicated information concisely *using modal verbs or adverbs to indicate degrees of possibility *using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> *using commas to clarify meaning or avoid ambiguity in writing *using hyphens to avoid ambiguity *using brackets, dashes or commas to indicate parenthesis *using semi-colons, colons or dashes to mark boundaries between independent clauses *using a colon to introduce a list *punctuating bullet points consistently <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>Year 6</p> <p>Word- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. How words are related by meaning as synonyms and antonyms.</p> <p>Sentence- Use of the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms in some very formal writing and speech.</p> <p>Text- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. adverbials and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Punctuation- Use of the semi-colon, colon and dash to mark the boundary between independent clauses. 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.</p> <p>Terminology for Pupils- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Word list – years 5 and 6

accommodate	criticise (critic + ise)	identity	recognise
accompany	curiosity	immediate(ly)	recommend
according	definite	individual	relevant
achieve	desperate	interfere	restaurant
aggressive	determined	interrupt	rhyme
amateur	develop	language	rhythm
ancient	dictionary	leisure	sacrifice
apparent	disastrous	lightning	secretary
appreciate	embarrass	marvellous	shoulder
attached	environment	mischievous	signature
available	equip	muscle	sincere
average	equipped	necessary	sincerely
awkward	equipment	neighbour	soldier
bargain	especially	nuisance	stomach
bruise	exaggerate	occupy	sufficient
category	excellent	occur	suggest
cemetery	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	persuade	temperature
community	foreign	physical	thorough
competition	forty	prejudice	twelfth
conscience*	frequently	privilege	variety
conscious*	government	profession	vegetable
controversy	guarantee	programme	vehicle
convenience	harass	pronunciation	yacht
correspond	hindrance	queue	

Maths End of Year Expectations Booklet

Year 1

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry- Properties of Shapes	Geometry- Position and Direction
<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>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</p> <p>read and write numbers from 1 to 20 in numerals and words.</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as</p> <p>$7 = \square - 9$.</p>	<p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>

Year 2

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry- Properties of Shapes	Geometry- Position and Direction	Statistics
<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p>	<p>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data.</p>

Year 3

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry- Properties of Shapes	Statistics
<p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas.</p>	<p>add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>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</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>interpret and present data using bar charts, pictograms and tables</p> <p>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.</p>

Year 4

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals)	Measurement	Geometry- Properties of Shapes	Statistics
<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>add and subtract fractions with the same denominator</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p style="text-align: center;">Geometry- Position and Direction</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p>	<p>interpret and present data using bar charts, pictograms and tables</p> <p>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.</p>

Year 5

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)	Measurement	Geometry- Properties of Shapes	Statistics
<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>solve number problems and practical problems that involve all of the above</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>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</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>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</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving number up to three decimal places</p> <p>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</p> <p>solve problems which require knowing percentage and decimal equivalents</p> <p>of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes</p> <p>estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, and measure them in degrees ($^\circ$)</p> <p>identify:</p> <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>
					Geometry- Position and Direction	
					<p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	

Year 6

Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions (including decimals and percentages)	Ratio and Proportion	Measurement	Geometry- Properties of Shapes	Statistics
<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above.</p>	<p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions > 1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences</p>	<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>	<p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>
			Algebra		Geometry- Position and Direction	
			<p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p>		<p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	

		between simple fractions, decimals and percentages, including in different contexts.				
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