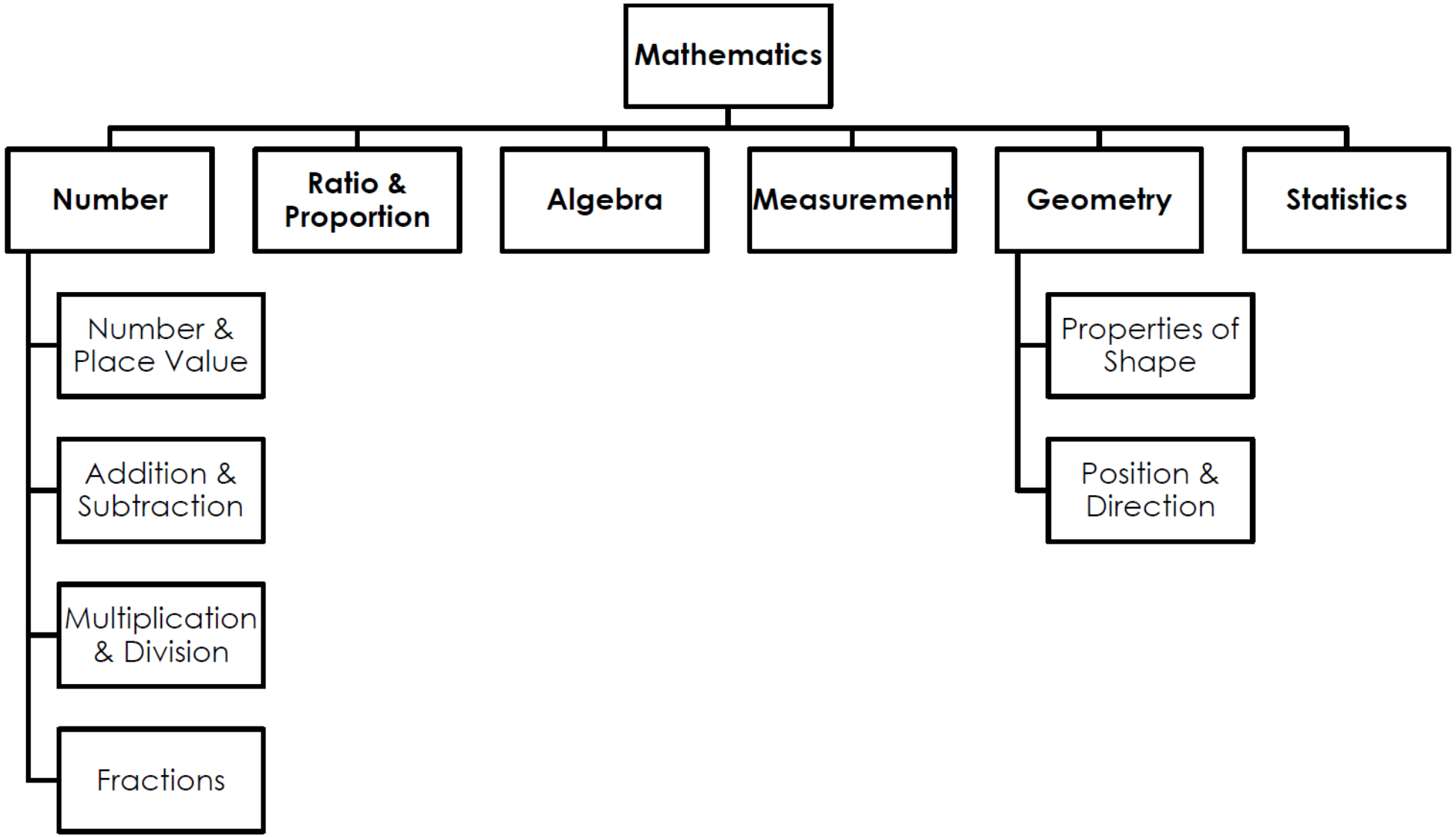

Mathematics
Number
Ratio & Proportion
Algebra
Measurement
Geometry
Statistics
Number & Place Value
Addition & Subtraction
Multiplication & Division
Fractions
Properties of Shape
Position & Direction

Number, place value & rounding						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Count reliably with numbers from 1 – 20.	**Count** to and across 100, forward & backwards, beginning with 0 or 1, or from any given number.			**Count** backwards through zero to include negative numbers.	**Count** forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	
					Interpret **negative numbers** in context, count forwards and backwards with positive and negative whole numbers, including through zero.	Use **negative numbers** in context, & calculate intervals across zero.
	Count in **multiples** including 2s, 5s, and 10s.	Count in **steps** of 2, 3 & 5 from 0, and in tens from any number, forward & backward.	Count from 0 in **multiples** of 4, 8, 50 & 100.	Count in **multiples** of 6, 7, 9, 25 & 1000.		
Say which is 1 **more** or 1 **less** than a given number (to 20).	Given a number, identify 1 **more** and 1 **less**.		Find 10 or 100 **more** or **less** than a given number.	Find 1000 **more** or **less** than a given number.		
	Identify and represent numbers using concrete objects and pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least.	**Identify, represent & estimate** numbers using different representations, incl the number line.	**Identify, represent & estimate** numbers using different representations.	**Identify, represent & estimate** numbers using different representations.		
	Read & write numbers to 100 in numerals. **Read & write** numbers from 1 – 20 in numerals & words	**Read & write** numbers to at least 100 in numerals and in words.	**Read & write** numbers to at least 1000 in numerals & in words.		**Read, write, order & compare** numbers to at least 1 000 000 & determine the value of each digit.	**Read, write, order & compare** numbers up to 10 000 000 & determine the value of each digit.
Order numbers 1 – 20.		**Compare & order** numbers from 0 up to 100; use <, > & = signs.	**Compare & order** numbers up to 1000.	**Compare & order** numbers beyond 1000.		
		Recognise the **place value** of each digit in a 2-digit number.	Recognise the **place value** of each digit in a 3-digit number.	Recognise the **place value** of each digit in a 4-digit number.	Read, write, order & compare numbers to at least 1 000 000 & determine the **value** of each digit.	
				Round any number to the nearest 10, 100 or 1000.	**Round** any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 & 100 000.	**Round** any whole number to a required degree of accuracy.
				Read **Roman numerals** to 100 (I to C) & understand that over time, the numeral system changed to include the concept of zero & place value.	Read **Roman numerals** to 1000 (M) and recognise years written in Roman numerals.	
		Use place value & number facts to **solve problems**.	Solve **number problems & practical problems** involving these ideas.	Solve **number & practical problems** that involve all of the above & with increasingly large positive numbers.	Solve **number & practical problems** that involve all of the above.	Solve **number & practical problems** that involve all of the above.

Addition and subtraction						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	Read, write & interpret mathematical statements involving + - = signs.					
	Represent and use number bonds & related subtraction facts within 20.	**Recall** & use addition & subtraction facts to 20 fluently, & derive & use related facts up to 100.				
	Solve **one-step problems** that involve addition & subtraction, using concrete objects & pictorial representations, & missing number problems,	Solve **problems** with addition & subtraction: - Using concrete objects & pictorial representations, incl those involving numbers, quantities & measures - Applying their increasing knowledge of mental & written methods		Solve addition & subtraction **two-step problems** in contexts, deciding which operations & methods to use & why.	Solve addition & subtraction **multi-step problems** in contexts, deciding which operations & methods to use & why.	Solve addition & subtraction **multi-step problems** in contexts, deciding which operations & methods to use & why.
Add & subtract two single digit numbers. ELG **Count on or back** to find the answer. ELG	**Add & subtract** 1-digit & 2-digit numbers to 20, including zero.	**Add & subtract** numbers using concrete objects, pictorial representations, & mentally, including: - 2-digit no & ones - 2-digit no & tens - Two 2-digit numbers - Adding three 1-digit numbers	**Add & subtract** numbers mentally, including: - 3-digit no & ones - 3-digit no & tens - 3-digit no & hundreds		**Add & subtract** numbers mentally with increasingly large numbers.	Perform mental calculations, incl with **mixed operations** & large numbers.
			Add & subtract numbers with up to 3 digits, using formal written methods of columnar addition & subtraction.	**Add & subtract numbers with up to 4 digits** using the formal written methods of columnar addition & subtraction where appropriate.	**Add & subtract whole numbers with more than 4 digits** including using formal written methods (columnar addition & subtraction).	Use knowledge of the order of operations to carry out calculations involving **four operations**.
		Show that addition of two numbers can be done in any order (**commutative**) & subtraction of one number from another cannot.				
		Recognise & use the **inverse** relationship between addition & subtraction & use this to check calculations & missing number problems.	**Estimate** the answer to a calculation & use the **inverse** operations to check answers.	**Estimate** & use **inverse** operations to check answers to a calculation.	Use **rounding** to check answers to calculations & determine, in the context of a problem, levels of accuracy.	Use **estimation** to check answers to calculations & determine, in the context of a problem, levels of accuracy.
			Solve problems, incl missing number problems, number facts, place value, & more complex addition & subtraction.			**Solve problems** involving addition, subtraction, multiplication & division.

Multiplication and division						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
		Recall & use multiplication & division facts for the **2, 5, 10 tables**, incl recognising odd & even nos.	Recall & use the **multiplication & division facts for the 3, 4, 8 tables**.	Recall **multiplication & division facts for tables up to 12x12**	Identify all **multiples & factors**, including finding all factor pairs of a number, & common factors of two numbers.	Identify **common factors, common multiples & prime numbers.**
					Know & use the **vocabulary of prime numbers, prime factors & composite** (non-prime) numbers.	
					Establish where a number up to 100 is **prime** & recall prime numbers up to 19.	
		Calculate the **mathematical statements** for multiplication & division within the multiplication tables & write them using x ÷ = signs.				
		Show that multiplication of two numbers can be done in any order (**commutative**) & division of one number by another cannot.		Recognise & use factor pairs & **commutativity** in mental calculations.		
					Multiply & divide numbers **mentally** drawing upon known facts.	Perform **mental** calculations, incl mixed operations & large numbers.
			Write & calculate mathematical statements for multiplication & division **using the multiplication tables** that they know, incl 2-digit x 1-digit, using mental & progressing to formal written methods.	**Multiply** 2-digit & 3-digit numbers by a 1-digit number using formal written layout.	**Multiply** numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.	**Multiply** multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of **long multiplication**.
					Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division & interpret remainders appropriately for the context.	**Divide** numbers up to 4-digits by a 2-digit whole number using the formal written method of **long division**, & interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
						Divide numbers up to 4-digits by a 2-digit number using the formal written method of **short division** where appropriate, interpreting remainders according to the context.

				Use place value, known & derived facts to multiply & divide mentally, including **multiplying by 0 and 1**; **dividing by 1**; multiplying three numbers together.	**Multiply & divide** whole numbers & those involving decimals **by 10, 100 and 1000**.	
					Recognise & use **square numbers & cube numbers**, & the notation for squared ^{2} and cubed ^{3}.	
Solve problems, including doubling, halving & sharing. ELG	Solve **one-step problems** involving multiplication & division, calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher.	Solve **problems** involving multiplication & division, using materials, arrays, repeated addition, mental methods, & multiplication & division facts, incl problems in context.	**Solve problems**, incl missing number problems, involving multiplication & division, incl integer scaling problems & correspondence problems in which n objects are connected to m objects.	**Solve problems** involving multiplying and adding, including the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems & harder multiplication problems such as n objects are connected to m objects.	**Solve problems** involving addition, subtractions, multiplication & division & a combination of these, incl understanding the meaning of the equals sign.	Use knowledge of the order of operations to carry out calculations involving **four operations**.
					Solve problems involving multiplication & division, including scaling by simple fractions & problems involving simple rates.	**Solve problems** involving addition, subtraction, multiplication & division.
					Solve problems involving multiplication & division including using their knowledge of factors & multiples, squares and cubes.	

Fractions, decimals and percentages						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
						Associate a fraction with division & calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8).
Solve problems, including **doubling, halving & sharing**. ELG	Recognise, find & name a **half** as one of two equal parts of an object, shape or quantity. Recognise, find & name a **quarter** as one of four equal parts of an object, shape or quantity.	Recognise, find, name & write fractions **1/3, 1/4, 2/4,** and **3/4** or a length, shape, set of objects or quantity.		Recognise & show, using diagrams, families of common **equivalent fractions**. Recognise & write **decimal equivalents** on any number of tenths or hundredths. Recognise & write **decimal equivalents** to ¼, ½, ¾.	Identify, name & write **equivalent fractions** of a given fraction, represented visually, incl tenths & hundredths. **Read & write decimal numbers** as fractions (e.g. 0.71 = 71/100).	Identify the **value of each digit to three decimal places** and multiply & divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
				Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.		
		Write simple fractions, e.g. ½ or 6 =3 and recognise the **equivalence** of 2/4 & 1/2.	**Count up & down** in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing 1-digit numbers or quantities by 10.	**Count up & down** in hundredths; recognise that hundredths arise when dividing an object by a hundred & dividing tenths by ten.	**Recognise & use thousandths** & relate then to tenths, hundredths & decimal equivalents.	
					Recognise mixed numbers & improper fractions & convert from one form to the other & write mathematical statements.	
			Compare & order unit fractions, & fractions with the same denominators.		**Compare & order** fractions whose denominators are all multiples of the same number.	**Compare & order fractions**, including fractions >1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			Recognise, **find & write** fractions or a discrete set of objects: unit fractions & non-unit fractions with small denominators			
			Recognise & use fractions as numbers: unit fractions & non-unit fractions with small denominators.			
			Recognise & show, using diagrams, equivalent fractions with small denominators.			

			Add & subtract fractions with the same denominator within one whole (e.g. 5/7+1/7=6/7)	**Add & subtract fractions** with the same denominator.	**Add & subtract fractions** with the same denominator & multiples of the same number.	**Add & subtract fractions** with different denominators & mixed numbers, using the concept of equivalent fractions.
					Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams.	**Multiply** simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)
						Multiply 1-digit numbers with up to two decimal places by whole numbers.
						Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6). Use written division methods in cases where the answer has up to two decimal places.
				Round decimals with one decimal place to the nearest whole number.	**Round decimals** with two decimal places to the nearest whole number and to one decimal place.	
				Compare numbers with the same number of decimal places up to **two decimal places**.	Read, write, order and **compare numbers** with up to **three decimal places**.	
					Recognise the **per cent symbol** (%) & understand that per cent relates to 'number or parts per hundred', and write percentages as a fraction with denominator hundred, and as a decimal fraction.	
						Recall & use **equivalences** between simple fractions, decimals & percentages, including in different contexts.
					Solve problems which require knowing **percentage & decimal equivalents** of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	Solve problems involving the **calculation of percentages** of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.*
			Solve problems that involve all of the above.	**Solve problems** involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure & money problems involving fractions & decimals to two decimal places.	**Solve problems** involving number up to three decimal places.	**Solve problems** which require answers to be rounded to specified degrees of accuracy.

* Extract from proportion section of NC

Ratio and proportion						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
						Solve problems involving the **relative sizes** of two quantities where missing values can be found by using integer multiplication & division facts.
						Solve problems involving the **calculation of percentages** of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.
						Solve problems involving similar shapes where the scale factor is known or can be found.
						Solve problems involving **unequal sharing & grouping** using knowledge of fractions & multiples.

Algebra						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
						Express missing number problems algebraically.
						Use simple formulae
						Generate & describe linear number sequences.
						Find pairs of numbers that satisfy an equation with two unknowns.
						Enumerate all possibilities of combinations of two variables.

Measurement						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
GENERAL Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and objects and solve problems. ELG	Compare, describe & solve practical problems for: - Lengths & heights - Mass/weight - Capacity & volume - Time Measure & begin to record the following: - Length & heights - Mass/weight - Capacity & volume - Time (hrs, mins, secs)	Choose and use appropriate standard units to estimate and measure: - length/height in any direction (m/cm) - mass (kg/g) - temperature (°C) - capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers & measuring vessels. Compare & order lengths, mass, volume/capacity & record the results using >, < and =.	Measure, compare, add & subtract: - lengths (m/cm/mm) - mass (kg/g) - volume/capacity (l/ml)	Convert between different units of measure (e.g. km to m; hr to min) Estimate, compare & calculate different measures.	Convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml). Understand & use approximate equivalences between metric units & common imperial units such as inches, pounds & pints. Use all four operations to solve problems involving measure using decimal notation, including scaling. Estimate volume (e.g. using 1 cm^3 blocks to build cubes & cuboids) & capacity (e.g. using water).	Solve problems involving the calculation & conversion of units of measure, using decimal notation to three decimal places where appropriate. Use, read, write & convert between standard units, converting measurements of length, mass, volume & time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places. Calculate, estimate & compare volume of cubes & cuboids using standard units, incl cm^3 and m^3, and extending to other units such as mm^3 and km^3. Convert between miles & km. Recognise when it is possible to use the formulae for area & volume of shapes.
PERIMETER			Measure the **perimeter** of simple 2D shapes.	Measure & calculate the **perimeter** of a rectilinear figure (incl squares) in cm & m.	Measure & calculate the **perimeter** of composite rectilinear shapes in cm & m.	Recognise that shapes with the same areas can have different **perimeters** & vice versa.
AREA				Find the **area** of rectilinear shapes by counting squares.	Calculate & compare the **area** of rectangles (including squares, & including using standard units, square centimetres (cm^2) and square metres (m^2) & estimate the area of irregular shapes.	Calculate the **area** of parallelograms & triangles. Recognise when it is possible to use the formulae for **area** & volume of shapes.

MONEY	Recognise & know the value of different **denominations** or coins & notes.	Recognise & use symbols for **pounds** (£) and **pence** (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition & subtraction of money of the same unit, incl giving change.	**Add & subtract amounts** of money to give change, using both £ and p in practical contexts.	Estimate, compare & **calculate** different measures, including money in pounds & pence.		
TIME	Sequence events in **chronological order** using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use **language** relating to dates, incl days of the week, weeks, months, years. **Tell the time to the hour & half past the hour** & draw the hands on a clock face to show these times.	Compare & **sequence** intervals of time. Tell & write the time to **five minutes**, incl **quarter past/to** the hour & draw the hands on a clock face to show these times.	Tell & write the time from an analogue clock, incl using **Roman numerals** from I to XII, & **12-hour & 24-hour** clocks. Estimate & read **time with increasing accuracy to the nearest minute**; record & compare time in terms of secs, mins, hrs; use vocabulary such as o'clock, am/pm, morning, afternoon, noon & midnight. Know the numbers of **seconds in a minute** & the number of **days each month, year & leap year**. **Compare durations** of events, for example to calculate time taken by particular events or tasks.	**Read, write & convert time** between analogue & digital 12- & 24-hour clocks. Solve problems involving **converting** from hours to minutes; minutes to seconds; years to months; weeks to days.	Solve problems involving **converting** between units of time.	

Geometry: properties of shapes						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Explore the characteristics of everyday objects and shapes and use mathematical language to describe them. ELG	Recognise & name **common 2D & 3D shapes**, including: - 2D, e.g. rectangles (including squares) circles, triangles - 3D. e.g. cuboids (including cubes), pyramids, spheres.	Identify & describe the **properties of 2D shapes**, incl the number of sides & symmetry in a vertical line. Identify & describe the **properties of 3D shapes**, incl the number of edges, vertices & faces. Identify **2D shapes on the surface of 3D shapes**. **Compare & sort** common 2D & 3D shapes & everyday objects.	**Draw 2D shapes** & make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them.	**Compare & classify** geometric shapes, incl quadrilaterals and triangles, based on their properties & sizes. Identify lines of **symmetry** in 2D shapes presented in different orientations. Complete a simple **symmetric figure** with respect to a specific line of symmetry.	**Identify 3D shapes**, including cubes & cuboids, from 2D representations. Use the **properties of rectangles to** deduce related facts & find missing lengths & angles. Distinguish between **regular & irregular polygons** based on reasoning about equal sides & angles.	**Draw 2D shapes** using given dimensions & angles. **Recognise, describe & build simple 3D shapes**, incl making nets. **Compare & classify** geometric shapes based on their properties & sizes & find unknown angles in any triangles, quadrilaterals, & regular polygons.
			Recognise **angles** are a property of shape or a description of a turn. Identify right **angles**, recognise that two right angles make a half-turn, three make three quarters & four a complete turn; identify whether angles are greater than or less than a right angle.	Identify acute & obtuse **angles** & compare & order angles up to two right angles by size.	Know **angles** are measures in degrees; estimate & compare acute, obtuse & reflex angles. Identify: - Angles at a point on a straight line & ½ a turn (total 180°) - Angles at a point & one whole turn (total 360°) - Other multiples of 90° Draw given angles, & measure them in degrees.	Recognise **angles** where they meet at a point, are on a straight line, or are vertically opposite, & find missing angles.
			Identify **horizontal and vertical lines and pairs of perpendicular & parallel** lines.			
						Illustrate & name parts of **circles**, including radius, diameter & circumference & know that the diameter is twice the radius.

Geometry: position, direction, motion						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Recognise, create & describe patterns. ELG		**Order & arrange** combinations of mathematical objects in patterns and sequences.				
	Describe **position, directions & movement**, including half, quarter and three-quarter turns.	Use mathematical vocabulary to describe **position, direction & movement**, including movement in a straight line and distinguishing between rotation as a turn & in terms of right angles for quarter, half and three-quarter turns (clockwise & anti-clockwise).				
				Describe positions on a 2D grid as **coordinates in the first quadrant**.		Describe positions on the full coordinate grid (**all four quadrants**).
				Describe movements between positions as **translations** of a given unit to the left/right and up/down.	Identify, describe & represent the position of a shape following a **reflection or translation**, using the appropriate language, & know that the shape has not changed.	**Draw & translate simple shapes** on the coordinate plane, & reflect them in the axes.
				Plot specified points & draw sides to complete a given polygon.		

Statistics						
Rec/ELG	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
		Interpret & construct simple: - **pictograms** - **tally charts** - **block diagrams** - **simple tables**	Interpret & present data using: - **bar charts** - **pictograms** - **tables**	Interpret & present discrete data using appropriate graphical methods, incl: - **bar charts** - **time graphs**	Complete, read & interpret information in: - **tables, incl timetables**	Interpret & construct: - **pie charts** - **line graphs** and use to solve problems.
		Ask & answer simple questions by counting the number of objects in each category & sorting the categories by quantity. **Ask & answer** questions about totalling and compare categorical data.	Solve one-**step & two-step questions** such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts & pictograms & tables.	Solve **comparison, sum & difference problems** using information presented in bar charts, pictograms, tables & other graphs.	Solve **comparison, sum & difference problems** using information presented in a line graph.	Calculate & interpret the **mean** as an average.

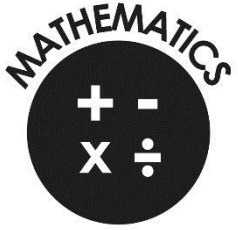
Part 3

Key assessment criteria

The purpose of this section is to help teachers and school leaders have access to a range of key assessment criteria in reading, writing and mathematics. It is not possible to assess every element of the programme of study so these criteria have been selected as the main ones which might be helpful for teachers to use in order to reach a 'best fit' judgement about whether pupils are secure in relation to the end of year objectives.

Pages
41 – 46

Pages
47 – 52



Pages
53 – 58

Key assessment criteria: A year 1 reader	
Word reading • I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs.	**Comprehension** • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well-known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (Beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about.

Key assessment criteria: A year 2 reader	
Word reading • I can decode automatically and fluently. • I can blend sounds in words that contain the graphemes we have learnt. • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read common exception words. • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence.	**Comprehension** • I can talk about and give an opinion on a range of texts. • I can discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • I can retell stories, including fairy stories and traditional tales. • I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense. • I can find recurring language in stories and poems. • I can talk about my favourite words and phrases in stories and poems. • I can recite some poems by heart, with appropriate intonation. • I can answer and ask questions. • I can make predictions based on what I have read. • I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Key assessment criteria: A year 3 reader	
Word reading • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	**Comprehension** • I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key assessment criteria: A year 4 reader	
Word reading • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	**Comprehension** • I know which books to select for specific purposes, especially in relation to science, geography and history learning. • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify the (simple) themes in texts. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can explain the meaning of words in context. • I can ask relevant questions to improve my understanding of a text. • I can infer meanings and begin to justify them with evidence from the text. • I can predict what might happen from details stated and from the information I have deduced. • I can identify where a writer has used precise word choices for effect to impact on the reader. • I can identify some text type organisational features, for example, narrative, explanation and persuasion. • I can retrieve information from non-fiction texts. • I can build on others' ideas and opinions about a text in discussion.

Key assessment criteria: A year 5 reader	
Word reading • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • I can re-read and read ahead to check for meaning.	**Comprehension** • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • I can identify significant ideas, events and characters; and discuss their significance. • I can recite poems by heart, e.g. narrative verse, haiku. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key assessment criteria: A year 6 reader	
Word reading • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word deriviations to pronounce words correctly, e.g. arachnophobia. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • I can read fluently, using punctuation to inform meaning.	**Comprehension** • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read books that are structured in different ways. • I can recognise texts that contain features from more than one text type. • I can evaluate how effectively texts are structured and presented. • I can read non-fiction texts to help with my learning. • I read accurately and check that I understand. • I can recommend books to others and give reasons for my recommendation. • I can identify themes in texts. • I can identify and discuss the conventions in different text types. • I can identify the key points in a text. • I can recite a range of poems by heart, e.g. narrative verse, sonnet. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key assessment criteria: A year 1 writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

Key assessment criteria: A year 2 writer

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternatives spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Key assessment criteria: A year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.

Key assessment criteria: A year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

Key assessment criteria: A year 5 writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

Key assessment criteria: A year 6 writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

A year 1 mathematician	
Number • I can count reliably to 100. • I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100. • I can write all numbers in words to 20. • I can say the number that is one more or one less than a number to 100. • I can recall all pairs of addition and subtraction number bonds to 20. • I can add and subtract 1-digit and 2-digit numbers to 20, including zero. • I know the signs + - =. • I can solve a missing number problem. • I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.	**Measurement and geometry** • I recognise all coins. • I recognise and can name the 2D shapes: circle, triangle, square and rectangle. • I recognise and can name the 3D shapes: cuboid, pyramid, sphere. • I can name the days of the week and months of the year. • I can tell the time to o'clock and half past the hour.

A year 2 mathematician

Number

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the < > and = signs.
- I can name the fractions 1/3, 1/4, 1/2 and 3/4 and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

Measurement, geometry and statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.

A year 3 mathematician	
Number • I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words. • I can count from 0 in multiples of 4, 8, 50 and 100. • I can recognise the value of each digit in a 3-digit number. • I understand and can count in tenths, and find the fractional value of a given set. • I can add and subtract fractions with a common denominator. • I can derive and recall multiplication facts for 3, 4 and 8x tables. • I can add and subtract mentally combinations of 1-digit and 2-digit numbers. • I can add and subtract numbers with up to 3-digits using formal written methods. • I can write and calculate mathematical statements for multiplication and vision using the 2x, 3x, 4x, 5x, 8x and 10x tables. • I can calculate 2-digit x 1-digit. • I can solve number problems using one and two step problems	**Measurement, geometry and statistics** • I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle. • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm. • I can measure, compare, add and subtract using common metric measures. • I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

A year 4 mathematician	
Number • I can recall all multiplication facts to 12 x 12. • I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number. • I can count backwards through zero to include negative numbers. • I can compare numbers with the same number of decimal places up to 2-decimal places. • I can recognise and write decimal equivalents of any number of tenths or hundredths. • I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction. • I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths. • I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. • I can solve two step addition and subtraction problems in context. • I can solve problems involving multiplication.	**Measurement, geometry and statistics** • I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes. • I know that angles are measured in degrees and can identify acute and obtuse angles. • I can compare and order angles up to two right angles by size. • I can measure and calculate the perimeter of a rectilinear figure in cm and m. • I can read, write and convert between analogue and digital 12 and 24 hour times. • I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

A year 5 mathematician

Number

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts up to 12 x 12.
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation ^{2} and ^{3}.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.

Measurement, geometry and statistics

- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the areas of squares and rectangles including using standards units (cm^2 and m^2).
- I can solve comparison, sum and difference problems using information presented in a line graph.

A year 6 mathematician

Number

- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can solve problems involving the calculation of percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I use my knowledge of order of operations to carry out calculations involving all four operations.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.

Measurement, geometry and statistics

- I can recognise, describe and build simple 3D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can 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 3 decimal places.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can interpret and construct pie charts and line graphs and use these to solve problems.

Part 4

Information leaflets for parents and carers

The parent leaflets have been designed to save you time. They are provided on the accompanying CD so that you can edit them and personalise to your needs. Inevitably, decisions had to be made about what to include and exclude. This means that they do not include every aspect of learning in order to make them more parent friendly.

<Name>
Primary School

<Place logo here>

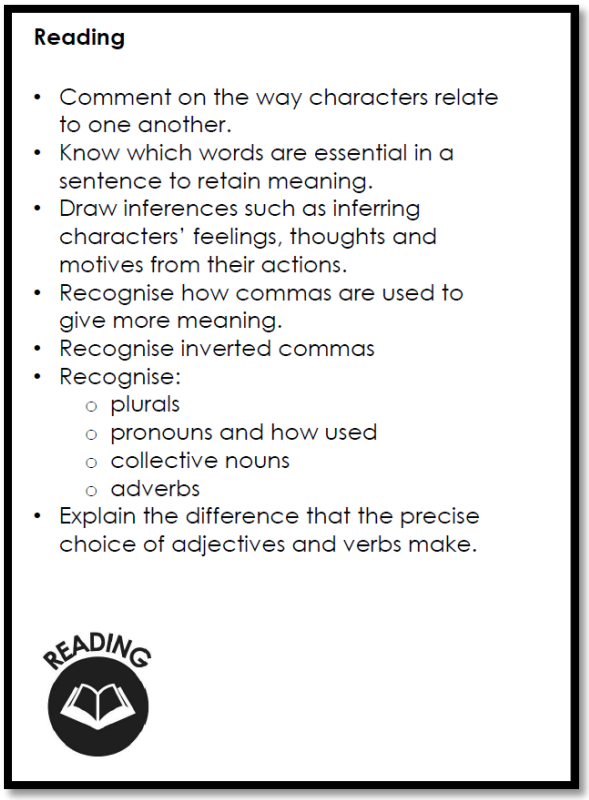
End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

All editable so that you can personalise



Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

READING