## Pupils may be working towards, within or above these age related expectations during the year.

### 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 derivations 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.

## Handwriting, spelling and punctuation

- My writing is neat, legible, fluent and joined.
- I can write in capitals or italics when I want to emphasise a word
- I can spell all vocabulary correctly apart from rare, obscure words.
- I can use a full range of punctuation accurately.

### Word Choices

- I can group items for effect, before or after the verb
- I can use some of these: action, dialogue, quotation, aside, suspense, tension, comment to show awareness of audience.
- I can write with confidence and imagination
- I can use a wide range of ambitious vocabulary correctly. (words not normally used by my age group)
- I can use 2 or more stylistic features: rhetorical question, repetition, figurative language, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice, universal appeal, humour, irony.
- I can use pertinent and precise detail as appropriate
- I can use the passive voice in my writing.

### Sentences

- I can use a wide range of sophisticated conjunctions, adverbs and prepositions to show time, cause, sequence and mode, often to open sentences.
- I can use clauses confidently and appropriately for audience and purpose. (subordinate, relative and embedded)
- I can use a variety of sentence structures including simple sentences for effect.
- My sentences are grammatically correct (unless using dialect for effect)
- I can intermingle a variety of sentence types: statements, commands, questions, exclamations, asides, complex with effective placing of clauses.

### Organisation

- I can open and close writing in interesting, unusual or dramatic ways
- I can use conventions appropriate to context: sub headings, addendum, footnote, contents etc
- I can use implicit links in my writing. Eg: linking back to an earlier point; or forward to more detail to come.
- I can adapt my writing for a full range of purposes
- I can write formally or informally depending on audience
- I can maintain a convincing viewpoint throughout the piece eg authoritative, expert, convincing, opposing opinions.

### 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.

- 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 visa 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

Pupils may be working towards, within or above these age related expectations during the year.

### 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.

## Handwriting, spelling and punctuation

- · My writing is neat and joined up
- I can change my handwriting for effect
- I can spell most words correctly including yr5HFW+AP1
- I can use punctuation correctly including 3 of the following: ,' "" - ():;
- I can use punctuation to create an effect !-? ...
- I can use punctuation to break up clauses ,:;-...

### Word Choices

- I can use imaginative and ambitious vocabulary.
- I can vary (change) the lengths of my sentences.
- I can include complex sentences
- I can use stylistic features to create effect ( alliteration, onomatopoeia, metaphor, simile)

### Organisation

- I can structure and set out my work in different ways
- I can write in formal and informal styles
- I can write in the correct genre for the audience
- I can use paragraphs well
- I can make links between paragraphs (implicit and explicit)
- I can conclude my writing in different ways ( opinion, summary, comment)
- I can use some of these narrative techniques: action, dialogue, quotation, aside, suspense
- I can use a range of these devices: heading, subheadings, bullets, parenthesis, footnote, contents, bibliography.

#### Other

- I can group things correctly before or after the main verb
- I can use grammar correctly
- I can use the passive tense to e.g. the cake was eaten by the dog.
- I can write in a confident and established voice

### 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 then 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  $12 \times 12$ .
- 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.

- 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 (cm2 and m2).
- I can solve comparison, sum and difference problems using information presented in a line graph.

Pupils may be working towards, within or above these age related expectations during the year.

### 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.

## Handwriting, spelling and punctuation

- My writing is neat and joined up
- I can spell most words correctly including yr4HFW+AP1
- I can use a wide range of punctuation including 3 of the following: full stop and capital ?!',
- I can use apostrophes and inverted commas correctly

### Word Choices

- I can use imaginative and ambitious vocabulary
- I can use a wide range of sophisticated conjunctions (although, however, nevertheless, despite)
- I can use links to show time and cause
- I can open sentences in a wide range of ways, including using fronted adverbials.
- I can use extended noun phrases and subordinate clauses
- I can use nouns, pronouns and tenses correctly
- I can use a range of adventurous vocabulary for purpose

### Organisation

- I can write in a range of styles and genres
- I can organise my ideas using some of the following: captions, headings, chapters, letter formats, paragraphs
- I can write in paragraphs ( although not always accurate)
- I can use some of these devices to move my writing forward: asides, characterisation, dialogue
- In factual writing, I can sound like an expert on the subject

### Other

- I can develop my ideas in creative and interesting ways
- I can make my writing lively and exciting for the reader
- I can produce thoughtful and considered writing

#### 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 numbers with up to 4 digits using the 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.

- 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.

Pupils may be working towards, within or above these age related expectations during the year.

## 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.

## Handwriting, spelling and punctuation

- I usually join my handwriting
- I can write neatly, legibly, and accurately mainly joining my writing
- I can spell phonetically regular words e.g. church, familiar polysyllabic words e.g. bonfire and most year 3 high frequency words.
- I can use punctuation accurately including at least 3 of the following: full stop and capital letter ?!,'

### Word choices

- I can use adjectives and adverbs
- I can use interesting and ambitious vocabulary
- I can extend my sentences using a wider range of conjunctions: when, because, if, after, while, also, as well
- I can use pronouns appropriately
- I can use 'when' fronted adverbials e.g. afterwards, before, also, after a while, eventually
- I can use frequency adverbs e.g. sometimes, never, always, often, mainly, mostly. I can use modals verbs e.g. might, may, could should.

### Organisation

- I am beginning to use paragraphs
- I can write for different purposes
- (e.g. letters, play scripts)
- I can adapt form and style for purpose (e.g. clear difference between formal and informal letters)
- My writing is organised, imaginative and clear
- (e.g. simple opening and ending)
- I can structure and organise my work clearly (e.g. beginning, middle and end, I set out my work carefully and write dialogue correctly)
- I can develop and extend ideas logically in sequenced sentences.

#### Other

- I can use correct grammatical structures
- I can describe/develop characters, settings and feelings
- I can attempt to give opinion, interest or humour through detail
- I am beginning to develop a sense of pace.

### 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

- 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.

Pupils may be working towards, within or above these age related expectations during the year.

## 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 arapheme 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.

## Handwriting, spelling and punctuation

- I can control ascenders and descenders and use upper and lower case letters
- I am beginning to join my hand writing
- I can use accurate and consistent handwriting
- I can spell common words and year 1 and 2 high frequency words correctly
- I can use phonics to spell polysyllabic words
- I can usually use full stops and capital letters correctly in a longer piece
  of work.
- I can structure my sentences correctly including capital letters and full stops in a longer piece of writing.
- I can use punctuation mainly accurately including at least 3 of the following: full stop and capital letter?!,'

## Word choices

- I can use adjectives and descriptive phases
- I can use interesting and ambitious vocabulary
- I can use conjunctions other than and e.g. but, so, then, when, or, if, that, because.
- Use 'when' fronted adverbials e.g last time, also, after, then, soon, at last, another thing...

### Organisation

- I can write at length (close to a whole page) staying on task
- I can write a series of sentences that flows
- I can write 3 or more different types of text
- I can lay my work out correctly (match organisation to purpose e.g structure of a letter, openings and endings, beginning to use paragraphs, importance of reader)
- I can vary my sentences to interest the reader (e.g, questions, direct speech, starting sentence with subordinate clause)

#### Other

- · I can provide enough detail to interest the reader
- I can use past and present tense correctly
- I can make my writing lively and interesting (e.g. vary sentence length or use punctuation to create effect)

#### 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 commutativity in relation to addition, subtraction, multiplication and division.

- 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.

#### Vear 1

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# 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.

# Handwriting, spelling and punctuation

- I can write my name with upper and lower case letters
- I can form most letters clearly
- I always leave a space between my words
- I can show some control over letter size, shape and orientation
- I can usually write ascenders and descenders, upper and lower case correctly
- I can write simple regular words, spelling some correctly
- I can make phonetically plausible attempts at words
- I can usually spell CVC words correctly
- I can spell most common words correctly (HFW & Appendix)
- I can make recognisable attempts at spelling unknown words
- I can use logical phonic strategies when trying to spell unknown words in more than 3 statements
- I can show some awareness of full stops
- I can usually use a capital letter, full stop,? or! correctly.

### Word choices

- I can produce my own ideas for writing
- I can show some control over word order producing logical statements
- I can use ANY conjunction to join 2 simple sentences
- I can use appropriate vocabulary in more than 3 statements

# Organisation

- I can write captions, labels and other simple forms of writing (lists, stories, retell)
- I can write simple texts such as lists, stories, reports, recounts
- I can write a paragraph or more of developed ideas that can be read without my help.
- I can say what writing says and means

### 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.