

In the tables below, you'll find a list of **end of year** expectations for reading, writing and maths.

The expectations are based very closely on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at just English and Maths.

Sometimes, the DfE sets out expectations for each year group; sometimes for a phase (such as Years 3 and 4 or Years 5 and 6). At St Bartholomew's Primary, we have set out all expectations for year groups – this has meant sometimes simplifying an expectation for the younger class, or sometimes referring to greater detail or amount expected for the older class in the phase. Where we think it helps, we have used our own headings to group the expectations.

Before the introduction of this curriculum, schools assessed pupils according to levels, where a typical Year 2 pupil would be expected to attain Level 2 and a Year 6 pupil to reach Level 4. Higher levels would indicate greater success. Now, there is **greater importance placed on deeper learning rather than this rapid progression**. This means that a pupil should not necessarily be 'pushed' to acquire knowledge and skills in a higher year group; instead, learning how to use and apply the learning in lots of contexts and challenges is more important.

Based on this principle, please use the expectations set out here to support your child's learning by broadening his / her experiences and providing lots of opportunities to apply their skills and knowledge in different situations.

For example:

- in **reading**, find and understand clues and consider the writer's choice of language in a wider range of texts (such as magazines and comics, non-fiction books, or try out a new genre of fiction which your child doesn't normally opt for);
- in **writing**, try to use new vocabulary as much as possible (eg have a word of the week) and develop more formal ways to talk during your child's Talk Time homework;
- in **maths**, practise measuring in contexts such as cooking, shopping, DIY...

Word reading

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.
4. Apply knowledge of morphology and etymology to read and understand words.
5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
7. Explore the meaning of words in context, eg by using meaning-seeking strategies.

Finding and understanding facts

8. Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood.
9. Identify significant ideas, events and characters and discuss their significance.
10. Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
11. Use scanning to find and identify key information.
12. Read and re-read ahead to check for meaning.
13. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
14. Distinguish between statements of fact and opinion.
15. Retrieve, record and present information from more than one source of non-fiction eg when carrying out research.

↑Use text marking to identify key information. ↑Summarise key information from different texts.

Finding and understanding clues

16. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
17. Justify inferences with evidence from the text.
18. Make predictions from details stated and implied information.
19. Raise queries about texts and ask questions to improve understanding.

↑Infer meaning using evidence from the text and wider reading and personal experience. ↑Empathise with different character's points of view.

Organisation

20. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are eg how much they contribute to the meaning of a text.
21. Use knowledge of structure of text type to find key information.
22. Read books (and other texts) that are structured in different ways.

↑Know the features of different narrative text types. For example – adventure, fantasy, myths. ↑Know how the way a text is organised supports the purpose of the writing.

Writer's choice of language

23. Identify purpose and comment on word choice and grammatical features of a text.
24. Discuss and comment on the writer's use of language for effect, including figurative language, considering impact eg precisely chosen adjectives, similes and personification.
25. Identify formal and informal language.

↑Evaluate the impact on the reader of word choice and language for effect ↑Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

↑Discuss and evaluate grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.

Readers' opinions

26. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves.
27. Explain a personal point of view, giving reasons for their view.
28. Recommend books (and other texts) to peers, giving reasons for their choices.
29. Present the author's viewpoint of a text.

↑Build on their own and others' ideas and opinions about a text in discussion. ↑Adapt own opinion in the light of further reading or others' ideas.

↑Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)

Context

30. Read for a range of purposes.
31. Identify and discuss themes and conventions in and across a wide range of writing.
32. Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference / text books.
33. Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions.
34. Identify the effect of the context on a text eg historical or other cultures.
35. Make connections and comparisons different versions of a text, other texts, prior knowledge and experience.
36. Raise queries about texts.

↑Compare texts by the same writer. ↑Compare texts by different writers on the same topic.

Oral retelling and performance

37. Present an oral overview or summary of a text.
38. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.
39. Learn poems by heart eg narrative verse, haiku.
40. 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.

Age-related expectations: Year Five

Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none">1. I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list.2. I can convert nouns or adjectives into verbs by adding a suffix eg –ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify).3. I can form verbs with prefixes.4. I can use further prefixes and suffixes, understanding the rules for adding them.5. I can spell some words with silent letters.6. I can distinguish between homophones and other words which are often confused.7. I can use knowledge of morphology and etymology to help me spell.8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.9. I can use a thesaurus.10. I understand how words are related by meaning as synonyms and antonyms. Handwriting11. I have legible, fluent, appropriately joined handwriting with increasing speed.12. I can choose the style of handwriting to use when given a choice.13. I can choose the handwriting implement that is best suited for a specific task.	<p>Grammar</p> <ol style="list-style-type: none">14. I can start sentences in different ways, using openers and other ways.15. I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun.16. I can use expanded noun phrases to interest the reader.17. I can recognise vocabulary and structures that are appropriate for formal speech and writing.18. I can use verb phrases eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).19. I recognise passive verbs. <p>Punctuation</p> <ol style="list-style-type: none">20. I can use brackets, dashes or commas to indicate parenthesis.21. I can use commas to mark phrases and clauses.22. I can use a colon to introduce a list.23. I can use bullet points to list information and punctuate consistently.24. I am beginning to use dashes to mark boundaries between independent clauses.25. I can use a semi-colon within lists.	<p>Planning</p> <ol style="list-style-type: none">26. I can write for a specific audience and purpose.27. I select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering another author’s work.28. I can plan and develop ideas, using reading / research where necessary.29. I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. <p>Drafting and writing</p> <ol style="list-style-type: none">30. I can describe settings, characters and atmosphere (mood) when writing narrative.31. I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables.32. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’ ‘Firstly,’) and between sentences (‘although’).33. I can experiment with vocabulary for effect.34. I can use grammar for effect.35. I can integrate dialogue to convey characters.36. I can summarise a paragraph.37. I use appropriate nouns and pronouns within and across sentences for cohesion and avoid repetition.38. I can distinguish language of speech (eg colloquial) and writing (Standard English). <p>Editing</p> <ol style="list-style-type: none">39. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.40. I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.

Age-related expectations: Year Five

Grammar and punctuation terminology

modal verb, relative clause, relative pronoun parenthesis, bracket, dash cohesion; ambiguity

↑Expand sentence starters. For example – Early one misty morning..., Paralysed by fear...

↑Embed ed and ing clauses. For example – Dan, tired of waiting, dived into the cool, inviting water.

↑Re-order sentences to create impact on the reader

↑Use changes in time and place to guide the reader through the text

↑Sustain and develop ideas within a paragraph, introducing it with a topic sentence

↑Close text with reference to its opening

Maths

Number and place value

1. read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
2. count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
3. interpret negative numbers in context
4. count forwards and backwards with positive and negative whole numbers, inc through zero
5. round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
6. solve number problems and practical problems that involve all of the above
7. read Roman numerals to 1000 (M) and recognise years written in Roman numerals

↑Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects

↑Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating

↑Link working across zero for positive and negative numbers to work time between BC and AD in history

Addition and subtraction

8. add whole numbers with more than 4 digits, including using formal written methods (columns)
9. subtract whole numbers with more than 4 digits, including using formal written methods (columns)
10. add and subtract numbers mentally with increasingly large numbers
11. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
12. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

↑Calculate number problems algebraically eg $2x - 3 = 5$

Multiplication and division

13. identify multiples and factors, including finding all factor pairs of a number
14. identify common factors of two numbers
15. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
16. establish whether a number up to 100 is prime 17. recall prime numbers up to 19
18. 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
19. multiply and divide numbers mentally drawing upon known facts
20. divide numbers up to 4 digits by a one-digit number using the formal written method
21. interpret remainders appropriately for the context
22. multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
23. recognise and use square numbers and cube numbers, and notation for squared (2) and cubed (3)
24. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
25. solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes, scaling by simple fractions and problems involving simple rates

↑Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method

↑Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100

Fractions (including decimals and percentages)

26. compare and order fractions whose denominators are all multiples of the same number
27. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
28. recognise mixed numbers and improper fractions and convert from one to the other
29. write mathematical statements > 1 as a mixed number [eg $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
30. add and subtract fractions with the same denominator and denominators that are multiples of the same number
31. multiply proper fractions by whole numbers, supported by materials and diagrams
32. multiply mixed numbers by whole numbers, supported by materials and diagrams
33. read and write decimal numbers as fractions [eg $0.71 = \frac{71}{100}$]
34. recognise, use and count in thousandths and relate them to tenths, hundredths and decimal equivalents
35. round decimals with two decimal places to the nearest whole number and to one decimal place
36. read, write, order and compare numbers with up to three decimal places
37. solve problems involving number up to two decimal places
38. solve problems involving number up to three decimal places
39. 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
40. solve problems which require knowing percentage and decimal equivalents 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.

Maths continued

Measurement

41. convert between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
42. understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
43. measure and calculate perimeter of composite rectilinear shapes in centimetres and metres
44. 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
45. estimate volume [eg using 1 cm^3 blocks to build cuboids (inc cubes)] and capacity [eg using water]
46. solve problems involving converting between units of time
47. use all four operations to solve problems involving measure [eg length, mass, volume, money] using decimal notation, including scaling

↑Use knowledge of measurement to create plans of areas around school eg classroom, field, playground etc

↑Relate imperial measures still used regularly in our society to metric equivalents, eg miles to Km; lbs to Kg

↑Use a range of timetables to work out journey times on a fractional journey around the world, eg how long would it take to reach the rainforests in the Amazon

Geometry: properties of shapes

48. identify 3-D shapes, including cubes and other cuboids, from 2-D representations (nets and other drawings)
49. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
50. draw given angles, and measure them in degrees ($^\circ$)
51. identify:
 - 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°
52. use the properties of rectangles to deduce related facts and find missing lengths and angles
53. distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Geometry: position and direction

54. 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

Statistics

55. solve comparison, sum and difference problems using information presented in a line graph

56. complete, read and interpret information in tables, including timetables

↑Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables