



Y3 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words• Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks• Know that non-fiction books are structured in different ways and be able to use them effectively• Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas• Ask questions to improve understanding of a text• Predict what might happen from details stated• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions• Use dictionaries to check the meaning of unfamiliar words• Identify main idea of a text• Identify how structure, and presentation contribute to the meaning of texts• Retrieve and record information from non-fiction• Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions• Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	<ul style="list-style-type: none">• Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto• Recognise and spell additional homophones, for example – he'll, heel, heal• Use the first two or three letters of a word to check its spelling in a dictionary• Spell correctly word families based on common words, for example – solve, solution, solver• Spell identified commonly misspelt words from Year 3 and 4 word list• Make analogies from a word already known to apply to an unfamiliar word• Identify the root in longer words• Use the diagonal and horizontal strokes that are needed to join letters• Understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of handwriting• Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary• Compose sentences using a wider range of structures linked to the grammar objectives• Write a narrative with a clear structure, setting, characters and plot• Write a non-narrative using simple organisational devices such as headings and sub-headings• Suggest improvement to writing through assessing writing with peers and self assessment• Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences• Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>• Use the perfect form of verbs to mark relationships of time and cause• Use conjunctions, adverbs and prepositions to express time and cause

	<ul style="list-style-type: none"> • Proof-read to check for errors in spelling and punctuation errors
<p style="text-align: center;">Speaking & Listening</p>	<p style="text-align: center;">Maths</p>
<ul style="list-style-type: none"> • Sequence and communicate ideas in an organised and logical way in complete sentences as required • Vary the amount of detail and choice of vocabulary dependent on the purpose and audience • Participate fully in paired and group discussions • Show understanding of the main points in a discussion • Start to show awareness of how and when Standard English is used • Retell a story using narrative language and added relevant detail • Show they have listened carefully through making relevant comments • Formally present ideas or information to an audience • Recognise that meaning can be expressed in different ways dependent on the context • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate 	<ul style="list-style-type: none"> • Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words • Count from 0 in multiples of 4, 8, 50 and 100 • Recognise the value of each digit in a 3-digit number • Understand and count in tenths, and find the fractional value of a given set • Add and subtract fractions with a common denominator • Derive and recall multiplication facts for 3, 4 and 8x multiplication tables • Add and subtract mentally combinations of 1-digit and 2-digit numbers • Add and subtract numbers with up to 3-digits using formal written methods • Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10) • Solve number problems using one and two step operations • Identify right angles; compare other angles to being greater or smaller than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Tell time to nearest minute and use specific vocabulary: seconds, am and pm • Measure, compare, add and subtract using common metric measures • Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables



Y4 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words• Know which books to select for specific purposes, especially in relation to science, history and geography learning• Use dictionaries to check the meaning of unfamiliar words• Discuss and record words and phrases that writers use to engage and impact on the reader• Know and recognise some of the literary conventions in text types covered• Begin to understand simple themes in books• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Explain the meaning of words in context• Ask questions to improve understanding of a text• Infer meanings and begin to justify them with evidence from the text• Predict what might happen from details stated and deduced information• Identify how the writer has used precise word choices for effect to impact on the reader• Identify some text type organisational features, for example, narrative, explanation, persuasion• Retrieve and record information from non-fiction• Make connections with prior knowledge and experience• Begin to build on others' ideas and opinions about a text in discussion• Explain why text types are organised in a certain way	<ul style="list-style-type: none">• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian• Recognise and spell additional homophones, for example – accept and except, whose and who's• Use the first two or three letters of a word to check its spelling in a dictionary• Spell identified commonly misspelt words from Year 3 and 4 word list• Use the diagonal and horizontal strokes that are needed to join letters• Understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch• Compose sentences using a wider range of structures, linked to the grammar objectives• Orally rehearse structured sentences or sequences of sentences• Begin to open paragraphs with topic sentences• Write a narrative with a clear structure, setting, characters and plot• Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences• Use a range of sentences with more than one clause• Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition• Use fronted adverbials, for example, 'Later that day, I went shopping.'• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'• Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Speaking & Listening	Maths
<ul style="list-style-type: none"> • Ask questions to clarify or develop understanding • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Increasingly adapt what is said to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the audience and purpose • Show understanding of how and why language choices vary in different contexts • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Justify answers with evidence • Understand when the context requires the use of Standard English • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone 	<ul style="list-style-type: none"> • Recall all multiplication facts to 12 x 12 • Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number • Count backwards through zero to include negative numbers • Compare numbers with the same number of decimal places up to 2 decimal places • Recognise and write decimal equivalents of any number of tenths or hundredths • Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction • 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 • Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout • Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division • Solve simple measures and money problems involving fractions and decimals to 2 decimal places • Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes • Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size • Measure and calculate the perimeter of a rectilinear figure in centimetres and metres • Read, write and convert between analogue and digital 12 and 24 hour clocks • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs



Y5 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.• Re-read and read ahead to check for meaning.• Become familiar with and talk about a wide range of books, including myths, legends and traditional stories & books from other cultures & traditions & know their features.• Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.• Identify significant ideas, events and characters and discuss their significance.• Learn poems by heart for example, narrative verse, haiku.• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Use meaning-seeking strategies to explore the meaning of words in context.• Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.• Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence from the text.• Make predictions from what has been read.• Summarise the main ideas drawn from a text.• Identify the effect of the context on a text for example, historical or other cultures.• Identify how language, structure and presentation contribute to the meaning of a text.• Express a personal point of view about a text, giving reasons.• Make connections between other similar texts, prior knowledge and experience.• Compare different versions of texts and talk about their differences and similarities.• Listen to and build on others' ideas and opinions about a text.• Present an oral overview or summary of a text.• Present the author's viewpoint of a text.• Present a personal point of view based on what has been read.• Listen to others' personal point of view.• Explain a personal point of view and give reasons.• Know the difference between fact and opinion.• Use knowledge of structure of text type to find key information.• Use text marking to identify key information in a text.	<ul style="list-style-type: none">• Form verbs with prefixes for example, dis, de, mis, over and re.• Convert nouns or adjectives into verbs by adding a suffix for example, ate, ise, ify.• Understand the general rules for adding prefixes and suffixes above.• Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.• Distinguish between homophones and other words which are often confused.• Spell identified commonly misspelt words from Year 5 and 6 word list.• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.• Use a thesaurus.• Use a range of spelling strategies.• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).• Know the audience for and purpose of the writing.• Use the features and structures of text types taught so far.• Use grammatical features and vocabulary appropriate for the text types taught so far.• Start sentences in different ways.• Use sentence starters to highlight the main idea.• Develop characters through action and dialogue.• Establish viewpoint as the writer through commenting on characters or events.• Show how grammar and vocabulary choices create impact on the reader.• Choose vocabulary to engage and impact on the reader.• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.• Add well-chosen detail to interest the reader.• Summarise a paragraph or event.• Organise writing into paragraphs to show different information or events.• Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.• Use modal verbs or adverbs to indicate degrees of possibility.• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.• Use commas to clarify meaning or avoid ambiguity in writing.• Use brackets, dashes or commas to indicate parenthesis.• Assess the effectiveness of their own and others' writing.• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Ensure the consistent and correct use of tense throughout a piece of writing.• Ensure correct subject and verb agreement when using singular and plural.• Distinguish between the language of speech and writing.• Distinguish between the formal and informal spoken and written language.• Proof-read for spelling and punctuation errors.• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Make notes from text marking.

Speaking & Listening

- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and opinions, justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

Maths

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example, $0.47 = 47/100$
- Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare and add fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing upon known facts up to 12×12
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round decimals with 2dp to the nearest whole number and to 1 decimal place
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents
- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
- Draw given angles and measure them in degrees ($^\circ$)
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)
- Solve comparison, sum and difference problems using information presented in a line graph



Y6 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none">• Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.• Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arach<u>n</u>oph<u>o</u>bia, aud<u>i</u>ence• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.• Read fluently, using punctuation to inform meaning.• Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.• Read books that are structured in different ways.• Recognise texts that contain features from more than one text type.• Consider and evaluate how effectively texts are structured and laid out.• Read non-fiction texts to support other curriculum areas.• Read closely to ensure understanding.• Recommend books that they have read to their peers, giving reasons for their choices.• Identify and discuss themes in a range of writing and across longer texts.• Identify and discuss the conventions of different text types.• Identify key points in an appropriate text.• Learn a range of poetry by heart for example, narrative verse, sonnet.• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Identify and comment on writer's choice of vocabulary, giving examples and explanation.• Identify and explain how writers use grammatical features for effect for example, the use of short sentences to build tension.• Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.• Express a personal point of view about a text, giving reasons linked to evidence from texts.• Raise queries about texts.• Make connections between other similar texts, prior knowledge and experience and explain the links.• Compare different versions of texts and explain the differences and similarities.• Listen to others' ideas and opinions about a text.• Build on others' ideas and opinions about a text in discussion.• Explain and comment on explicit and implicit points of view.• Summarise key information from different parts of a text.• Recognise the writer's point of view and discuss it.	<ul style="list-style-type: none">• Convert verbs into nouns by adding suffixes. for example, tion, ure.• Distinguish between homophones and other words which are often confused.• Spell identified commonly misspelt words from Year 5 and 6 word list.• Understand that the spelling of some words needs to be learnt specifically.• Use dictionaries to check the spelling and meaning of words• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• Use a thesaurus.• Use a range of spelling strategies.• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).• Identify the audience for and purpose of the writing.• Choose the appropriate form and register for the audience and purpose of the writing.• Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.• Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.• Use developed noun phrases to add detail to sentences.• Use the passive voice to present information with a different emphasis.• Use commas to mark phrases and clauses.• Sustain and develop main ideas logically in narrative and non-narrative writing.• Use character, dialogue and action to advance events in narrative writing.• Summarise text, conveying key information.• Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event• Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining• Assess the effectiveness of their own and others' writing• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Ensure the consistent and correct use of tense throughout a piece of writing.• Ensure correct subject and verb agreement when using singular and plural.• Distinguish between the language of speech and writing.• Distinguish between the correct subject and verb agreement when using singular and plural.• Distinguish between the language of speech and writing and choose the appropriate register.• Proof-read for spelling and punctuation errors.• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Present a personal point of view based on what has been read.
- Present a counter-argument in response to others' points of view.
- Provide reasoned justifications for their views.
- Refer to the text to support opinion.
- Distinguish between statements of fact and opinion.
- Find information using skimming to establish main idea.
- Use scanning to find specific information.
- Text mark to make research efficient and fast.
- Organise information or evidence appropriately.

Speaking & Listening

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Explain ideas and opinions giving reasons and evidence.
- Take an active part in discussions, taking different roles.
- Listen to and consider the views and opinions of others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Sustain and argue a point of view in a debate, using formal language of persuasion.
- Express possibilities using hypothetical and speculative language in science and when discussing reading.
- Engage listeners through choice of vocabulary and register according to the context.
- Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.

Maths

- Use negative numbers in context, and calculate intervals across zero
- 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
- Solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440 and the use of percentages for comparison
- Multiply 1-digit numbers with up to two decimal places by whole numbers
- Perform mental calculations, including with mixed operations with large numbers
- 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
- Use knowledge of order of operations to carry out calculations involving all four operations
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers ($\frac{1}{8} \div 2 = \frac{1}{16}$)
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375 for $\frac{3}{8}$)
- Express missing number problems algebraically
- Find pairs of numbers that satisfy number sentences involving two unknowns
- Recognise, describe and build simple 3D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- Calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units
- Interpret and construct pie charts and line graphs and use these to solve problems