

Christ Church CE (VA) Junior School



Parent Information Booklet

End of Year Expectations

This booklet provides information for parents and carers on the end of year expectations in reading, writing and maths in each year group. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All these objectives will be taught throughout the year. Any additional support that you could give to help your child achieve these is greatly appreciated. Please note, we have also included the Year 2 end of year expectations for additional information.

If you have any queries about the new expectations or would like further information about how you could best support your child, please talk to your child's teacher.

Year 2 Reading – Key Performance Indicator

- Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Reads accurately words of two or more syllables that contain the same graphemes as above.
- Reads most words at an instructional level, 93-95%, quickly and accurately without overt sounding and blending, when they have been frequently encountered.
- Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-reads these books to build up fluency and confidence in word reading.
- Develops pleasure in reading, motivation to read, vocabulary and understanding by:
 - ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
 - ✓ discussing the sequence of events in books and how items of information are related;
 - ✓ become increasingly familiar with a wider range of stories, fairy stories and traditional tales;
 - ✓ retelling a range of stories, fairy stories and traditional tales;
 - ✓ being introduced to non-fiction books that are structured in different ways.
- Understand both the books they can already read accurately and fluently by:
 - ✓ checking that the text makes sense to them as they read and correct inaccurate reading
 - ✓ answering questions
 - ✓ predicting what might happen on the basis of what has been read so far.

Year 3 Reading – Key Performance Indicator

- Develops positive attitudes in reading and understanding of what they have read by:
 - ✓ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
 - ✓ Using dictionaries to check the meaning of words they have read;
 - ✓ Identifying themes and conventions in a wide range of books.
- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Understand what they have read independently by:
 - ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
 - ✓ Predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction

Year 4 Reading – Key Performance Indicator

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) – as listed in English appendix 1 of the National Curriculum – both to read aloud and to understand the meaning of new words that are met.
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Uses dictionaries to check the meaning of words that have been read.
- Identifies themes and conventions in a wide range of books.
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.
- Predicts what might happen from details stated and implied.
- Identifies main ideas drawn from more than one paragraph and summarises these.
- Retrieves and records information from non-fiction.

Year 5 Reading – Key Performance Indicator

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) – as listed in English appendix 1 of the National Curriculum – both to read aloud and to understand the meaning of new words that are met.
- Increases familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.
- Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of the words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieves, records and presents information from non-fiction.
- Participates in discussions about books that are read to the child and those that can be read independently.
- Provides reasoned justifications for their views about a book.

Year 6 Reading – Key Performance Indicator

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) – as listed in English appendix 1 of the National Curriculum – both to read aloud and to understand the meaning of new words that are met.
- Increases familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.
- Check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of the words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieves, records and presents information from non-fiction.
- Participates in discussions about books that are read to the child and those that can be read independently.
- Provides reasoned justifications for their views about a book.

Year 2 Writing – Key Performance Indicator

- Writes capital letters and digits of the correct size, orientation and relationship to each other and to lower case letters.
- Develops positive attitudes towards, and stamina for, writing for different purposes
- Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.
- Makes simple additions, revisions and correction to writing by:
 - ✓ Proof reading to check for errors in spelling, grammar and punctuation;
 - ✓ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;
 - ✓ Learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few homophones.
- Uses the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.
- Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Uses the correct choice and consistent use of present tense and past tense throughout a written piece.
- Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Use commas to separate items in a list.

Year 3 Writing – Key Performance Indicator

- Organises paragraphs around a theme.
- In narratives, creates settings, characters and plot.
- Proof-reads for spelling and punctuation errors.
- Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel. E.g. a rock, an open box.
- Expresses time, place and cause using conjunctions.
- Introduces inverted commas to punctuate direct speech.
- Uses headings and sub-headings to aid presentation.
- Uses the present perfect form of verbs instead of the simple past. E.g. 'He has gone out to play' in contrast to 'He went out to play'.

Year 4 Writing – Key Performance Indicator

- Organises paragraphs around a theme.
- In narratives, creates settings, characters and plot.
- Proof-reads for spelling and punctuation errors.
- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Uses Standard English forms for verb inflections instead of local spoken forms.
- Use fronted adverbials.
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Uses inverted commas and other punctuation to indicate direct speech.

Year 5 Writing – Key Performance Indicator

Composition

- Identified the audience for, and purpose of, the writing.
- Selects the appropriate form and uses similar writing models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout the piece of writing.
- Uses further organisational and presentational devices to structure text and to guide the reader. E.g. headings, bullet points, underlining.
- Describe settings, characters and atmosphere.

Spelling, Punctuation and Grammar

- Converts nouns or adjectives into verbs using suffixes. E.g. –ate, -ise, -ify.
- Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- Uses devices to build cohesion within a paragraph (e.g. then, after that, firstly, lastly, this)
- Uses commas to clarify meaning and avoid ambiguity.

Year 6 Writing – Key Performance Indicator

Composition

- Identified the audience for, and purpose of, the writing.
- Selects the appropriate form and uses similar writing models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout the piece of writing.
- Uses further organisational and presentational devices to structure text and to guide the reader. E.g. headings, bullet points, underlining.
- Describe settings, characters and atmosphere.

Spelling, Punctuation and Grammar

- Uses dictionaries to check the spelling and meaning of words.
- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out-discover,; ask for-request; go in-enter).
- Use the passive voice to affect the presentation of the information in the sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the green house was broken (by me)').
- Uses layout devices such as headings, sub-headings, columns, bullets or tables to structure a text.
- Use the colon to introduce a list.
- Punctuates bullet points to list information.

Year 2 Maths – Key Performance Indicator

Number and Place Value

- Counts in steps of two, three and five from 0, and in tens from any given number, forward and backward.
- Compares and orders numbers from 0 up to 100.
- Uses $>$ and $=$ signs correctly.
- Uses place value and number facts to solve problems.

Addition and Subtraction

- Solves problems with addition and subtraction by:
 - ✓ Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;
 - ✓ Applying an increasing knowledge of mental and written methods.
- Recalls and uses addition and subtraction facts to 20 and 100:
 - ✓ Fluently up to 20

Multiplication and Division

- Recalls and uses multiplication and division facts for the two, five and ten multiplication tables, including recognising odd and even numbers.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Fractions and Decimals

- Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Measurement

- Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Geometry

- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns clockwise and anti-clockwise.

Statistics

- Asks and answers questions about totalling and comparing categorical data.

Year 3 Maths – Key Performance Indicator

Number and Place Value

- Counts from 0 in multiples of 4, 8, 50 and 100
- Can work out if a given number is greater or less than 10 or 100.
- Recognises the place value of each digit in a three digit number (hundreds, tens and ones).
- Solves number problems and practical problems involving these ideas.

Addition and Subtraction

- Adds and subtracts numbers mentally including:
 - ✓ a three-digit number and ones;
 - ✓ a three-digit number and tens;
 - ✓ a three-digit number and tens.

Multiplication and Division

- Recalls and uses multiplication and division facts for the multiplication tables:
 - ✓ three;
 - ✓ four;
 - ✓ eight.
- Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Fractions (including decimals)

- Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by ten.
- Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Measurement

- Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l.ml).
- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts.
- Tells and writes the time from an analogue clock, 12-hour and 24-hour clocks.
- Identifies right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four make a complete turn; identifies whether angles are greater than or less than a right angle.

Statistics

- Interprets and presents data using bar charts, pictograms and tables.

Year 4 Maths – Key Performance Indicator

Number and Place Value

- Counts from 0 in multiples of 6, 7, 9 25 and 1000.
- Counts backwards through zero to include negative numbers.
- Orders and compares numbers beyond 1000.
- Rounds any number to the nearest 10, 100 or 1000.

Addition and Subtraction

- Solves addition and subtraction two-step problems in context, deciding which operations to use and why.

Multiplication and Division

- Recalls multiplication and division facts for multiplication tables up to 12x12.

Fractions (including decimals)

- Recognises and shows, using diagrams, families of common equivalent fractions.
- Counts up and down in hundredths; recognises that hundredths arise when dividing and object by 100 and dividing tenths by 10.
- Rounds decimal s with one decimal place to the nearest whole number.
- Solves simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- Converts between different units of measure. E.g. kilometre to metre; hour to minute.

Geometry

- Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identifies lines of symmetry in two dimensional shapes presented in different orientations.
- Plots specific points and draws sides to complete a polygon.

Statistics

- Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 5 Maths – Key Performance Indicator

Number and Place Value

- Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit.
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero.

Addition and Subtraction

- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).
- Adds and subtracts mentally with increasingly large numbers (e.g. $12,462 - 2,300 = 10,162$).

Multiplication and Division

- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers.
- Solves problems involving multiplication and division, including using a knowledge of factors and multiples, squares and cubes.
- Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals)

- Compares and orders fractions whose denominators are all multiples of the same number.
- Reads and writes decimal numbers as fractions. E.g. $0.71 = 71/100$.
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solves 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 10 or 25.

Measurement

- Converts between different units of measure. (E.g. kilometre to metre; centimetre to metre; centimetre to millimetre; hour to minute; gram to kilogram; litre to millilitre).
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2).

Geometry

- Draws angles and measures them in degrees
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.

Statistics

- Completes, reads and interprets information in tables, including timetables

Year 6 Maths – Key Performance Indicator

Number and Place Value

- Rounds any number to a required degree of accuracy.
- Uses negative numbers in context and calculates intervals across zero.

Calculation

- Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication.
- Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Uses estimation to check answers to calculations and determines, in the context of the problem, an appropriate degree of accuracy.

Fractions

- Uses written division methods in cases where the answer has up to two decimal places.
- Solves problems which require answers to be rounded to specified degrees of accuracy.
- Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and proportion

- Solves problems involving the calculation of percentages. E.g. of measures and calculations such as 15% of 360, and the use of percentages for comparison.
- Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- Uses simple formulae.
- Measurement.
- Uses, reads, writes and converts 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 up to three decimal places.

Properties of shape

- Compares and classifies geometric shapes based on their proportions and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons.

Position and direction

- Draws and translates simple shapes on the co-ordinate plane and reflects them in the axes.
- Interprets pie charts and line graphs and uses these to solve problems.

Statistics

- Calculates and interprets the mean as an average.