What the National Curriculum requires in reading at Y3 and Y4

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Word reading

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - 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
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Comprehension

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What the National Curriculum requires in reading at Y5 and Y6

Word reading
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.

Comprehension
maintain positive attitudes to reading and understanding of what they read by:
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
reading books that are structured in different ways and reading for a range of purposes
increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
recommending books that they have read to their peers, giving reasons for their choices
identifying and discussing themes and conventions in and across a wide range of writing
making comparisons within and across books
learning a wider range of poetry by heart
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
understand what they read by:
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
asking questions to improve their understanding
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
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
identifying how language, structure and presentation contribute to meaning
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
distinguish between statements of fact and opinion
retrieve, record and present information from non-fiction
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
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
provide reasoned justifications for their views.

Word reading

Comprehension

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KS2 Reading 2016:
The expected standard

Department for Education

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in reading by the end of Key Stage Two.

Themes and conventions
- Accurately identify the features, themes and conventions of a range of fiction
- Accurately identify the features, themes and conventions of a range of non-fiction text types and forms
- Draw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non-fiction

Making inferences
- Make developed inferences drawing on evidence from the text
- Explain and justify inferences, providing evidence from the text to support reasoning
- Make developed predictions that are securely rooted in the text

Comprehension
- Show an understanding of the meaning of vocabulary in context
- Accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts
- Identify language, structural and presentational features used in texts
- Provide developed explanation for key information and events and characters' actions and motivations
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts
- Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information
- Make accurate and appropriate comparisons within texts
- Correctly distinguish between statements of fact and opinion

Language for effect
- Identify a range of figurative language
- Explain the effect of figurative language

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Key Assessment Criteria: *Being a reader*

A year 4 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

- I can read further exception words, noting the unusual correspondences between spelling and sound.

- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.

- I can use a dictionary to check the meaning of unfamiliar words.

- I can discuss and record words and phrases that writers use to engage and impact on the reader.

- I can identify some of the literary conventions in different texts.

- I can identify the (simple) themes in texts.

- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

- I can explain the meaning of words in context.

- I can ask relevant questions to improve my understanding of a text.

- I can infer meanings and begin to justify them with evidence from the text.

- I can predict what might happen from details stated and from the information I have deduced.

- I can identify where a writer has used precise word choices for effect to impact on the reader.

- I can identify some text type organisational features, for example, narrative, explanation and persuasion.

- I can retrieve information from non-fiction texts.

- I can build on others' ideas and opinions about a text in discussion.

What the National Curriculum requires in writing at Y3 and Y4

Writing - transcription
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spelling

Handwriting
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Handwriting

Writing - composition

- **plan their writing by:**
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- **draft and write by:**
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – see Appendix 2 of the National Curriculum
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **proof-read for spelling and punctuation errors**
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Composition

- **develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:**
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- **indicate grammatical and other features by:**
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Vocabulary, grammar & punctuation

KS1 Grammar, punctuation & spelling 2016:
The expected standard

Department for Education

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

Grammar and vocabulary
- Demonstrate familiarity with some word classes and their use, including nouns, verbs, adjectives and adverbs
- Apply this terminology to identify familiar words within each word class when presented in a context
- Recognise different types of sentences, including statements, questions, commands and exclamations
- Write different types of sentences including statements, questions, commands and exclamations when prompted
- Understand that the coordinating conjunctions *and*, *or*, *but* link words and clauses and use them to construct and extend sentences
- Add a subordinate clause to a main clause using a simple subordinating conjunction (e.g. *when, if, because, that*) when prompted
- Combine or expand given words to make noun phrases, clauses or sentences
- Identify the present or past tense forms of familiar, regular verbs and some high-frequency irregular verbs (e.g. *has / had*)
- Apply correct endings to regular verb forms to indicate present and past tense, including the progressive form to mark actions in progress (e.g. *the lion is running / Ellie was shouting*)
- Demonstrate Standard English subject-verb agreement (e.g. *we were* as opposed to *we was*)
- Identify and select some appropriate language for the context such as formal, informal or Standard English as appropriate
- Understand that the prefix *un-* can change the meaning of some words
- Use some straightforward suffixes to form nouns and adjectives, including the suffixes *–er* and *–est* to form comparative adjectives.

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KS2 Grammar, punctuation & spelling 2016:
The expected standard

Department for Education

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage Two.

Punctuation

- Demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate;
- Use commas to mark clauses or phrases, including fronted adverbials, (eg: *The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.*) but they may not be able to use them consistently;
- Use inverted commas to denote speech and place these correctly in relation to internal punctuation;
- Use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession;
- Identify where punctuation is used to indicate parenthesis;
- Identify colons, semi-colons, single dashes and hyphens but may not be able to use them consistently.

Spelling

- Spell accurately in general, including polysyllabic words that conform to regular patterns and some common exceptions to these, and less common prefixes and suffixes, for example *ir-*, *il-*, *-cian*, *-ous*;
- Spell or select the correct forms of common homophones; and
- Draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words, including those set out in statutory Appendix 1 of the 2014 national curriculum.

Key Assessment Criteria: *Being a writer*

A year 4 writer

Transcription	Composition	Grammar and punctuation
Spelling • I can spell words with prefixes and suffixes and can add them to root words. • I can recognise and spell homophones. • I can use the first two or three letters of a word to check a spelling in a dictionary. • I can spell the commonly mis-spelt words from the Y3/4 word list. **Handwriting** • I can use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined. • My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	• I can compose sentences using a range of sentence structures. • I can orally rehearse a sentence or a sequence of sentences. • I can write a narrative with a clear structure, setting and plot. • I can improve my writing by changing grammar and vocabulary to improve consistency. • I use a range of sentences which have more than one clause. • I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • I can use direct speech in my writing and punctuate it correctly.	**Sentence structure** • I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • I can use fronted adverbials. **Text structure** • I can write in paragraphs. • I make an appropriate choice of pronoun and noun within and across sentences. **Punctuation** • I can use inverted commas and other punctuation to indicate direct speech. • I can use apostrophes to mark plural possession. • I use commas after fronted adverbials.

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Number and place value
count in multiples of 6, 7, 9, 25 and 1000
find 1000 more or less than a given number
count backwards through zero to include negative numbers
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
order and compare numbers beyond 1000
identify, represent and estimate numbers using different representations
round any number to the nearest 10, 100 or 1000
solve number and practical problems that involve all of the above and with increasingly large positive numbers
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number – addition and subtraction
add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
estimate and use inverse operations to check answers to a calculation
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division
recall multiplication and division facts for multiplication tables up to 12 × 12
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
recognise and use factor pairs and commutativity in mental calculations
multiply two-digit and three-digit numbers by a one-digit number using formal written layout
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, including decimals
recognise and show, using diagrams, families of common equivalent fractions
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
add and subtract fractions with the same denominator
recognise and write decimal equivalents of any number of tenths or hundredths
recognise and write decimal equivalents to ¼, ½, ¾
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
round decimals with one decimal place to the nearest whole number
compare numbers with the same number of decimal places up to two decimal places
solve simple measure and money problems involving fractions and decimals to two decimal places.

Number

What the National Curriculum requires in mathematics at Y4

Measurement
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – properties of shapes
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – position and direction
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Measurement

Geometry

Statistics

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What the National Curriculum requires in mathematics at Y3

Measurement
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Measurement

Geometry – properties of shapes
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Geometry

Statistics
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Statistics

Department for Education

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage Two.

Number
- use place value in whole numbers up to 1 000 000 to compare and order numbers and are beginning to become confident with numbers up to 10 000 000
- round any whole number to the nearest power of ten
- use negative numbers in practical contexts such as temperature and calculate intervals across zero
- count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3000 to generate, describe and complete linear number sequences
- recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 121 show evidence of using mental methods, including jottings where necessary to speed up the process, to add and subtract whole numbers with up to two significant figures (e.g. 95 + 36, 5700 − 2900)
- add and subtract whole numbers with more than four digits, using formal written methods where appropriate
- Use their understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g. $1532 \div 100 =$, $XX \div 100 = 6.3$)
- Multiply and divide whole numbers mentally drawing upon multiplication facts up to 12×12 and place value (e.g. 60×70) and begin to use these facts to work with larger numbers
- Multiply numbers with up to two digits by a two digit number using a formal written method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal written method and becoming more confident with two digit divisors
- Recognise and use equivalent fractions
- Recognise and use the equivalences between simple fractions, decimals and percentages and become more confident with calculating decimal fraction equivalents
- Find simple fractions and percentages of whole numbers and quantities
- Add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context
- Add and subtract fractions with the same denominator and multiples of the same number and become more confident with more complex fraction calculations
- Add and subtract decimal numbers that have the same number of decimal places
- Multiply a one digit decimal number by a single digit number
- Use simple ratio to compare quantities
- Use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)
- Find possible values in missing number problems involving one or two unknowns (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: What are Ben's numbers?)

KS2 Mathematics 2016:
The expected standard

Department for Education

In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage Two.

Statistics
- Complete, read and interpret information presented in tables and bar charts (e.g. find the difference between two bars showing temperatures, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5)
- Interpret line graphs (e.g. beginning to find the difference between two temperatures on a line graph, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5) and simple pie charts (e.g. a pie chart cut into eight pieces for favourite fruit using whole numbers for each section)
- Calculate the mean as an average for simple sets of discrete data (e.g. find the mean mass of three parcels weighing 5kg, 3kg and 10kg)

Solving problems and reason mathematically
- Develop their own strategies to solve problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
- Begin to reason mathematically making simple generalisations, using mathematical language and searching for solutions by trying out ideas of their own
- Use and interpret mathematical symbols and diagrams, and present information and results in a clear and organised way; for example:
    - derive strategies to solve problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. extract and add prices from a table and calculate change, or solve problems such as 'Jason bought some bags of green apples (6 for 75p) and some bags of red apples (10 for 90p). He spent £4.20. How many bags of each type of apples did he buy?')
    - solve problems involving numbers with up to two decimal places (e.g. find the two numbers which sum to 10 from this list: 0.01, 0.11, 1.01, 9.09, 9.9, 9.99)
    - select appropriate strategies when calculating depending on the numbers involved
    - use rounding and estimation to check their answers and determine, in the context of the problem, appropriate levels of accuracy
    - identify simple patterns and relationships, and make simple generalisations. They can draw their own conclusions and explain their reasoning in simple contexts using mathematical language (e.g. an explanation to satisfy statements such as *'If you add a two-digit number to a two-digit number you cannot get a four-digit number'*

Key Assessment Criteria: *Being a mathematician (full version)*

A year 4 mathematician

Number, place value, approximation and estimation/rounding
- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations
- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I an recall multiplication and division facts up to 12x12.
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages
- I an count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract factions within the same denominator.
- I recognise and write decimal equivalents to 1/4, 1/2 and ¾.
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder factions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement
- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures. Including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

Geometry – properties of shapes
- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry,
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry – position and direction
- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

Statistics
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.