

Grangetown Primary School

Year by year Expectations ('Non-Negotiables') in English & Mathematics



The non-negotiables have been identified as being the minimum expectations each child must meet in their year group in order to ensure continued progress throughout the primary years in reading, writing and mathematics. The expectations are in line with the National Curriculum. All of the objectives will be worked on throughout the year and will be the focus of direct teaching. As well as the academic expectations, we have also included a set of expectations for Presentation.

Non-Negotiables: End of Nursery – Entry to Reception

Unlocking Learning Through Oracy

Reading	Writing	Mathematics
<ul style="list-style-type: none">• To recognise their name from a group of children• To be able to say what their name begins with• To be able to answer simple questions about the main events in a story• To hold a book correctly and turn a page one at a time• To enjoy a range of nursery rhymes and repetitive stories• To recognise at least 3 character from the ORT stories	<ul style="list-style-type: none">• To ascribe meaning to the marks they have made• To write their first name using recognisable letters• To use the three finger grip (tripod grip) to hold writing tools• To show a preference for a dominant hand	<ul style="list-style-type: none">• To be able to rote count to 20• To recognise numerals to 5• To select a small number of objects from a group up to 5• Recognise numbers of personal significance• To be able to share a group of objects between two• Use basic mathematical language to describe size, shape and time (big, small, round, pointy, after and before)

Non-Negotiables: End of Reception – Entry to Year 1

Unlocking Learning Through Oracy

Reading	Writing	Mathematics
<ul style="list-style-type: none">• To recognise all 26 letter sounds• To recognise their own name• To hear and say initial sounds in words• To orally blend and segment simple cvc words e.g. c-a-t• To read all phase 2 HF and tricky words• To know information can be retrieved from books and computers• To read words containing oo, ee, ow, ar, ai and igh• To describe main story, settings, events and principle characters	<ul style="list-style-type: none">• Start to labels and simple captions• Use the correct spelling for HF Words from Phase 2• To use spaces in between words in captions and sentences• Most letters to be correctly formed and orientated• Produce meaningful marks and symbols including writing their own first name and simple CVC words• Shows good pencil control	<ul style="list-style-type: none">• Estimate and count 20 objects• Recognise numbers to 20• Order numbers to 20• Count in 2s and 10s• To know doubles to 5• To rote count to 30• Recognise a square, rectangle, circle, triangle, pentagon and hexagon• Recognise a cube, cuboid, cylinder and sphere• Say 1 more than numbers to 10• To half a group of objects/ an object up to 10

YEAR 1

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Attempt to decode unfamiliar words. • Know to pause at a full stop. • I can talk about the main events in a text. • I can tell the difference between fiction and non-fiction books. • I can read Phase 2 and 3 HF/ tricky words • Respond speedily with correct sound-graphemes 40+ • Read words containing GPC (s, es, ing, ed and er) • Read words with more than one syllable • Re-read to build up fluency • Discuss what they're reading • To recognise fiction, non-fiction, poetry and traditional tales • To make predictions about a whole class text or a text that they are reading 	<ul style="list-style-type: none"> • I can use capital letters to start sentences and full stops to end them. • I can join two ideas together with 'and'. • I can write a simple sentence independently. • I can write my first and last name with capital letters where needed. • I can form all my letters correctly. • I can spell the, I, my, said, she, he, me, like and was. • I can spell days of the week • I can name letters of the alphabet • I can form digits 0-9 • I can hold a pencil correctly and sit correctly at a table • I can say what I am going to write before I write it • I can re-read my writing 	<ul style="list-style-type: none"> • Count to and across 100 forwards beginning with 0 or 1 or from any given number • Count to and across 100 backwards beginning with 0 or 1 or from any given number • Count numbers to 100 in numerals • Count in multiples of twos • Count in multiples of fives • Count in multiples of tens • From a given a number, identify one more • From a given a number, identify one less • Read numbers from 1 to 20 in numerals • Write numbers from 1 to 20 in numerals • Represent and use number bonds and related subtraction facts within 20 • Recognise, find & name a half as one of two equal parts of an object, shape, quantity • Compare, describe and solve practical problems (moving from non-standard to standard units) lengths and heights, mass/weight, capacity and volume and time • Tell the time to the hour • Draw the hands on a clock face to show time to the hour • Tell the time to the half past the hour • Draw the hands on a clock face to show time to half past the hour • Recognise and name common 2-D shapes • Recognise and name common 3-D shapes • Read and write signs + - = • Solve one step addition and subtraction number problems – Y1 curriculum • Understand the value of coins and notes • Sequence events in chronological order • Know the days of the week and months of the year • Describe position, direction, movement – whole, half, quarter and three quarters

YEAR 2

Reading

- I can use punctuation to make my reading interesting.
- I can read fluently with expression at their level
- Self-correct when a mistake is made.
- Can decode unfamiliar words.
- I can give my opinion about a text.
- I can predict events in a range of texts.
- I can read HF words- see Phonics assessment
- Identify the features of fiction and non-fiction texts
- Ask and answer questions and provide evidence from a text
- Make predictions about new vocabulary drawing on previous knowledge and read on to know the word in context

Writing

- Demarcate most sentences with capital letters and full stops with some use of question and exclamation marks.
- Use sentences with different forms in their writing (statements, questions, exclamations and commands)
- Use some expanded noun phrases.
- Use present and past tense mostly correctly.
- Use coordination (or/and/but) and some subordination (when/if/that/because).
- Segment words for spelling.
- Spell common exception words (see Y2 curriculum).
- Spell words with contracted forms.
- Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -full, -less, -ly.
- Use diagonal and horizontal strokes needed to join in some of their writing.
- Capital letters and digits the same size.
- Spacing between words reflects size of letters.

Mathematics

- Partition two digit numbers into tens and ones.
- Add 2 digit numbers within 100 and can demonstrate using concrete or pictorial methods.
- Use estimation to check answers.
- Subtract mentally a two digit number from another two digit number when no re-grouping is needed.
- Recognize the inverse between addition and subtraction and use this to check problems.
- Recall and use multiplication facts for 2, 5, and 10 tables and these to solve problems.
- Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and all parts are equal to a whole.
- Use coins to make up different amounts.
- Read scales in divisions of ones, twos, fives and tens in practical situations.
- The pupil can read time on a clock to the nearest 15 minutes.
- Describe properties of 2d and 3d shapes.

YEAR 3

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Read on to search for meaning of unfamiliar word. • Use knowledge of alphabet to locate information in dictionaries. • Use a range of strategies to decode unfamiliar words. • Know regular verbs endings, learn irregular tense changes. • To know and use correctly spelling of pronouns. • To identify the main purpose of a text • Make predictions based upon what is stated and implied • Use a dictionary to find the meanings of words • Locate information for a purpose • Read aloud with intonation 	<ul style="list-style-type: none"> • Show relationships of time, reason and cause through subordination and use of connectives (then, next, finally, when, so, after a while, later that day) • Able to group ideas into paragraphs. • Use exclamation marks. • Use speech marks. • Use apostrophe for omission and possession • I can use joined handwriting • I can use different sentence openings • I can discuss and record ideas before writing • I can spell homophones such as too, to and two • I can use the first 2/3 letters of a word to check spelling in a dictionary 	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50, 100 • Find 10 more and 100 more than a given number • Find 10 less and 100 less than a given number • Recognise the place value of each digit in a three-digit number • Solve number problems & practical problems involving Y3 number criteria • Add numbers mentally (three-digit number and ones) • Add numbers mentally (three-digit number and tens) • Add numbers mentally (three-digit number and hundreds) • Subtract numbers mentally (three-digit number and ones) • Subtract numbers mentally (three-digit number and tens) • Subtract numbers mentally (three-digit number and hundreds) • Add near doubles • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division, using the multiplication tables they know • Write and calculate mathematical statements for multiplication including two-digit numbers times one-digit numbers using mental strategies • Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects • Recognise and show, using diagrams, equivalent fractions with small denominators • Measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) • Tell and write the time from an analogue clock • Tell the time from an analogue clock using Roman numerals from I to XII • Tell and write the time from <i>12-hour and 24-hour clocks</i> • 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 • Interpret and Present data using bar charts • Interpret and Present data using pictograms • Interpret data using tables • Present data using tables

YEAR 4

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Familiar with words which begin with prefixes and suffixes • Be familiar with most phonic blends that start words and with the common word endings • Read exception words • Retell the story and show good grasp of the main points of a text. • Familiar with most phonic blends that start words and with the common word endings. • Are happy to have a go at reading aloud in different contexts for different purposes • To make summaries from more than one paragraph • Ask questions to improve their understand of a text • Identify and explain the main purpose of texts in relation to the reader • Identify words or phrases which capture their interest • Understand the difference between what is written and what is implied in a text 	<ul style="list-style-type: none"> • Vary sentence structure by use of phrases and clauses. • Use conjunctions to link paragraphs (Early the next morning... Later that day....A little later.....Shortly after that.....Meanwhile...Initially..... ... Having done that...As a result..... In conclusion..... • Consistently use first and third person correctly. • Use commas to mark clauses. • Use apostrophes for possession. • Secure use of direct speech • Use a range of organisational devices e.g. sub headings • Use noun phrases expanded by the addition of modifying adjectives • Plan with a clear purpose, audience and form • Enhance the effectiveness of what is written • Evaluate their own and others' writing against set of criteria 	<ul style="list-style-type: none"> • Count backwards through zero to include negative numbers • Count in multiples of 6 • Count in multiples of 7 • Count in multiples of 9 • Compare and order numbers beyond 1 000 • Round any number to the nearest 10, 100 and 1,000 • Round decimals with one decimal place to the nearest whole number • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why • Recall multiplication and division facts for multiplication tables up to 12×12 • Recognise and show, using diagrams, families of common equivalent fractions • Convert between different units of measure for length <i>kilometre to metre</i> • Convert between different units of measure for time <i>hour to minute</i> • Identify lines of symmetry in 2-D shapes presented in different orientations • Compare and classify geometric shapes • Plot specified points and draw sides to complete a given polygon • Solve comparison, sum and difference problems using information presented in bar charts • Solve comparison, sum and difference problems using information presented in pictograms • Solve comparison, sum and difference problems using information presented in tables • Solve comparison, sum and difference problems using information presented in other graphs • Multiply and divide any number by 10 • Tell the time to the nearest minute

YEAR 5

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • To know and read a wide range of homophones • Use a dictionary and thesaurus • Read words with silent letters • Express personal opinions about a wide range of texts • Make comparisons within and across texts • Ask question in order to interrogate the text • Summarise main ideas from more than one paragraph, identify key detail that support the main ideas • Predict from details stated and implied and modify predictions in the light of new evidence • Recognise nuances in vocabulary choices 	<ul style="list-style-type: none"> • Adapt sentence construction to different text types, purposes and readers. • In children’s writing, there should be evidence of the use of phrases. These may be in the form of: adverbials, expanded noun phrases, subordinate clause, relative clause, parenthesis. • Correctly use a comma to punctuate • Use range of sentence openers consistently. • Consistently organise writing in paragraphs. • Use pronouns to avoid repetition. • Redraft and edit work for spelling errors and correct punctuation. • Use a range of connectives (In addition.....Furthermore..... Meanwhile.....On the other hand.....However.....). • Handwriting to be joined and legible following the handwriting scheme. 	<ul style="list-style-type: none"> • Interpret negative numbers in context • Count forwards with positive and negative whole numbers, including through zero • Count backwards with positive and negative whole numbers, including through zero • Compare and order numbers to at least 1 000 000 • Compare and order numbers with up to three decimal places • Read numbers to at least 1 000 000 • Read numbers with up to three decimal places • Write numbers to at least 1 000 000 • Write numbers with up to three decimal places • Determine the value of each digit in numbers to at least 1 000 000 • Add numbers mentally with increasingly large numbers • Subtract numbers mentally with increasingly large numbers • Add whole numbers with more than four digits, including using formal written methods (columnar addition) • Subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction) • Identify multiples and factors • Find all factor pairs of a number • Find common factors of two numbers • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • Solve problems involving multiplication & division, including scaling by simple fractions and problems involving simple rates • Read decimal numbers as fractions • Write decimal numbers as fractions

YEAR 6

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Read familiar words with most spelling patterns, including complex ones that they come across in reading. • Uses skimming, scanning and note-taking to identify the key points in a text. • Read with fluency, expression and taking account of punctuation • Make inferences based on textual evidence • Provide explanations of inferred meanings • Confidently predict in detail using information stated and implied • Identify the main purpose and viewpoint within and across genres and overall effect on the reader • Identify and comment on features common to different texts • Evaluate how authors use language and its effect on the reader • Clearly identify the most relevant points • Distinguish between fact and opinion • Summarise main ideas and identify key details 	<ul style="list-style-type: none"> • Use punctuation to clarify meaning in sentences (commas, hyphens, brackets, dashes, colons and semi colons) • Use paragraphs to signal changes in time, scene, action, mood or person. • Rearrange the sentence construction to add meaning. • Use a full range of punctuation correctly. • Use, entirely consistently, the language associated with first, second and third person. • Develop use of subordinate clauses. • Use a variety of connectives – <u>Time conjunctions:</u> At first... Later on ...After a few weeks... After a while ... Eventually ... Before this happens ... Finally. <u>Language of cause and effect:</u> because ... then ...so ...if... the reason that...this happens because ...this results in ...when ... this causes ... therefore ... • Form handwriting legibly, fluently and with increasing speed • Identify a purpose and audience for their writing • Evaluate and edit their work • Use/ understand use of passive and active sentences 	<ul style="list-style-type: none"> • Use negative numbers in context, and calculate intervals across zero • Round any whole number to a required degree of accuracy • Solve problems which require answers to be rounded to specified degrees of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to four digits by a two-digit whole number using the formal written method of short division and interpret remainders and whole number remainders, fractions or by rounding, as appropriate for the context • Use written division methods in cases where the answer has up to two decimal places • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • Solve problems involving the calculation of percentages • Read, order and compare numbers to 10,000,000 and determine the value of each digit • Add and subtract fractions with different denominators and mixed numbers • Use simple formulae in algebra • Calculate and convert units of measure, using decimal notation up to 3dp • Describe positions in the four quadrants • Interpret and construct pie charts and line graphs to use to solve problems

Non-Negotiables: Presentation

Whole School		
Literacy	Mathematics	Other
<ul style="list-style-type: none"> • Long date in English for Years 1-6 including the year. • Initially, Year 1 children to write the day of the week only. • Date to be written on the very top line. • Underline previous work from edge of page leaving two lines after previous work and one line after before starting new piece. • A ruler to be used to draw all lines. • Date from margin, miss one line, title and miss another line before starting work. • Start a new page for a new genre in English books. • Simplify titles. Link them to learning objectives • Mistakes to be crossed out with one ruled line. • Year 5/6 to practise using a pen in handwriting (according to teacher's discretion) • Rubbers to be used at teacher discretion. Not after work has been marked. • Felts pens not to be used in exercise books, coloured pencils only. • Self-assessment from children ● or Green, Amber, Red. Assessment from teacher * to be clearly written for pupils. • All worksheets to be trimmed with no overhang. • All comments to be written in the handwriting style of that particular year group. • Blue handwriting pen to be used by the children. 	<ul style="list-style-type: none"> • Short date (e.g. 31.1.16). • Date to be written on the very top line. • Underline previous work from edge of page leaving two lines after previous work and one line after before starting new piece. • A ruler to be used to draw all lines. • Date from margin, miss one line, title and miss another line before starting work. • Start writing two squares from the left margin. • Start a new page for a new unit in maths, if appropriate. • Simplify titles. Link them to learning objectives. • Mistakes to be crossed out with one ruled line. • Rubbers to be used at teacher discretion. Not after work has been marked. • Felts pens not to be used in exercise books, coloured pencils only. • Numbering in maths with a bracket e.g. 1) • After the number of the question, miss a square before beginning the calculation • Self-assessment from children ● or Green, Amber, Red. Assessment from * to be clearly written for pupils. • All worksheets to be trimmed with no overhang. • All comments to be written in the handwriting style of that particular year group. • One number per square in maths –title to be written in normal handwriting style. 	<ul style="list-style-type: none"> • Short date (e.g. 31.1.16). • Date to be written on the very top line • Underline previous work from edge of page leaving two lines after previous work and one line after before starting new piece. • A ruler to be used to draw all lines. • Date from margin, miss one line, title and miss another line before starting work. • Start a new page for a new subject in curriculum books. • Simplify titles. Link them to learning objectives. • Mistakes to be crossed out with one ruled line. • Pencil to be used for drawing tables in science. • Labels to be printed in science. • Rubbers to be used at teacher discretion. Not after work has been marked. • Felts pens not to be used in exercise books, coloured pencils only. • All worksheets to be trimmed with no overhang. • All comments to be written in the handwriting style of that particular year group.