





## English Level 1

 <p>Reading Level 1</p>	 <p>Writing Level 1</p>
<p>Level 1 word reading - Phonic development</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words.</li> <li>• Attempt to spell an unfamiliar word (phonemic)</li> <li>• Correct initial and final letter sounds in other words attempted.</li> <li>• Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPC's taught.</li> <li>• Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>• Read words with endings -s, -es, -ing, and est.</li> <li>• Read words of more than 1 syllable which contain GPC's known.</li> <li>• Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>• Read some phonically decodable books, closely matched to phonic knowledge.</li> <li>• Read pretend (alien) words with accuracy, including vowel diagraphs and trigraphs.</li> </ul> <p>Level 1 word reading - non-phonetic development</p> <ul style="list-style-type: none"> <li>• Can read 30 words from the first 100 high frequency word list</li> <li>• Read a simple sentence or phrase e.g. "The cat sat on the mat".</li> <li>• Notices print around the classroom</li> <li>• Reads labels on equipment / furniture.</li> </ul>	<p>Level 1 Writing - Composition - vocab-grammar-punctuation.</p> <ul style="list-style-type: none"> <li>• Can organise simple pictures to tell a story.</li> <li>• Writes short familiar words of 2 or 3 letters.</li> <li>• Answer a simple question</li> <li>• Dictates growing number of simple sentences.</li> <li>• Uses cards to create simple sentences they can then write.</li> <li>• Compose sentences orally before writing; talk about where the sentence begins and ends.</li> <li>• Writes/draws captions to describe their own work.</li> <li>• Make labels for class.</li> <li>• Write sentences' or sentence like structures which can be understood.</li> <li>• Some use of capitals and full stops to show sentence boundaries.</li> <li>• Attempt to write appropriate to the task</li> <li>• Sequence simple sentences and sentence like forms to form short narratives based on real or fictional experiences.</li> <li>• Compose orally and write simple poems</li> <li>• Often use and to join words and clauses.</li> <li>• Re-read simple writing and check it makes sense.</li> <li>• Discuss own writing with others, may make simple changes where suggested.</li> <li>• Sometimes uses capital letters for names of people, places, days of the week and the personal pronoun I.</li> <li>• Sometimes includes adjectives for description.</li> </ul>



- Recognises names of other children.
- Read a range of familiar words and simple sentences independently.
- Can read 50 words from the first 100 high frequency word list.
- Awareness of simple punctuation e.g. full stops.
- More aware of the print environment e.g. newspapers, signs, adverts.
- Uses wall chart information i.e. day of the week
- Can read a short familiar text with understanding.
- Can read 80 words from the first 100 high frequency word list.

#### Level 1 reading - Comprehension

- Become familiar with key stories, familiar stories and traditional tales; re-tell them and know the main characteristics.
- Link what they have read to their own experiences
- Recognise and join in with predictable phrases in poems and stories.
- Discuss the meaning of new words, linking them to words already known
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-reading inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Explain clearly their understanding of what is read to them.
- Answer simple questions drawing on the text.
- Can give a simple description of a character e.g. the giant was big.

#### Level 1 Writing-Transcription-handwriting-spelling

- Most letters are correctly formed and orientated including lowercase, capital letters and digits, not yet consistent in size.
- Capital letters formed correctly for some names of people, places and days of the week.
- Some spaces are left between words, although inconsistent.
- Most letters sit on the line.
- Correct initial and final letters in words attempted
- Most 2 and 3 letter words spelt correctly within their own hand writing.
- Name the letters of the alphabet in order
- Spell 50% of the Year R words correctly
- Attempts to spell unfamiliar words
- Spell words using the prefix un- and some suffix including -ing, -ed, -er, and -est.
- Spell most common exception words in Year R spelling appendix
- Recognise and spell some simple compound words.
- Understand the difference between singular and plural and can add suffixes s and es to some words e.g. cats, witches.
- Spell all Yr R words correctly



## Speaking

### Speaking Level 1



## Listening

### Listening Level 1

#### Level 1 Speaking

- Comments on and recalls some details from a story that they have just listened to e.g. main events, names of characters
- Speaks confidently in a larger setting e.g. assembly, productions
- Speaks confidently and appropriately in a more formal situations independently e.g. EHC review
- Speaks appropriately using a growing and relevant vocabulary; expressing opinions and giving explanations e.g. expresses opinion on a story to class, explains why something has happened.
- Ask who, what, where questions about stories
- Uses more complex sentence structure e.g. Uses language to offer explanation and solutions - it fell over because it was too big.
- Ask appropriate and relevant questions within a range of settings e.g. asking another members of staff a question relevant to what is happening at the time
- Justify their opinions using more complex language e.g. It was scary because.....
- Recites poems or words in a play

#### Level 1 Listening



- Listens to stories etc for a longer period of time e.g. 15/20 minutes with some adult supervision / intervention
- Demonstrates attention by remembering previous detail and / or relate new events in a story
- Follows open ended requests and instructions e.g. Get ready to go home? (organises hat, coat, diary, letters etc). Get ready for the next lesson (collects appropriate resources for the activity)
- Answers Blank Level 4 questions,
- Remembers details and can therefore start to predict what might happen next
- Listen to opinion / information and responds by asking relevant questions
- Contributes to group discussions showing an understanding of issues raised. E.g. "I think that would hurt someone." When prompted by "Would that be a kind thing to do?"







## Maths Level 1A



<div>123</div> <div>Number</div> <div>Number Level 1A</div>	<div>  </div> <div>Space Shape Measure Level 1A</div>	<div>  </div> <div>Using &amp; Applying Level 1A</div>
<ul style="list-style-type: none"> <li>To read, write and order numbers to 100 in numerals</li> <li>To rote count to and across 100, forwards and backwards, beginning with 0 or 1 or any given number</li> <li>Given a number up to 100 (no extra resources used) can identify one more and one less</li> <li>To represent and use number bonds and related subtraction facts within 20</li> <li>To add and subtract one digit and two digit numbers to 20 including zero</li> <li>To count in multiples of 5 and recall 5 times table facts up to 60 e.g. <math>12 \times 5 = 60</math></li> <li>To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>To use the language of: most, least, fewer,</li> <li>To understand and distinguish between the vocabulary linked to addition and subtraction</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name 2-D shapes (circle, triangle, square, rectangle, hexagon, octagon, semi circle, pentagon, parallelogram, rhombus)</li> <li>To identify properties of simple 2D shapes (number of sides and corners/vertices)</li> <li>Describe, match, sort and make arrangements and patterns of 2-D shapes.</li> <li>Recognise and name 3D shapes (cube, sphere, cone, cuboid, cylinder, square based pyramid, triangular based pyramid, prisms)</li> <li>Construct with 3-D shapes and recognise and name them in pictures/everyday objects/constructions</li> <li>To recognise and count the number of faces on a 3D shape and identify edges and vertices</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>To compare, describe and solve practical problems involving units of measure for length, mass, capacity and time e.g. Which is the shortest distance? a) cm b) mm c) m d) km</li> <li>Measure and record units of measure for length, mass, capacity and time using: mm/cm/m/km, g/kg, ml/l, seconds/minutes/hours</li> </ul>	<ul style="list-style-type: none"> <li>Describe and continue a simple number pattern e.g. 3, 5, 7 add 2 each time (counting forwards)</li> <li>Solve one step word problems involving addition, subtraction using concrete objects and pictorial representations numbers up to 20</li> <li>Solve missing number problems for addition and subtraction such as <math>9 - [] = 7</math></li> <li>Solve one step word problems involving multiplication and division by using concrete objects and pictorial representations (2, 5 and 10 times tables)</li> <li>To estimate the number represented on a blank number line within a range e.g. 0-----10 what number is the dot?</li> <li>To read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Uses 2p coins to make even amounts and hand over to pay for an item. Uses 5p coins to make amounts for multiples of 5 and hand over to pay for an item. Uses 10p coins to make amounts for multiples of 10 totals and hand over to pay for an item</li> <li>Uses the correct coin (1p 2p 5p 10p 20p 50p £1 £2) to pay for an item of the same written price.</li> </ul>



	<p><b>Time</b></p> <ul style="list-style-type: none"><li>• To tell/read the time and draw the hands/record for to the hour and half past the hour on analogue and digital clocks (12 hour clock)</li><li>• Recognise and use language relating to dates, including days of the weeks, weeks, months and years</li></ul>	<ul style="list-style-type: none"><li>• To add together 2 or more small amounts of money up to 99p</li></ul> <p><b>Position</b></p> <ul style="list-style-type: none"><li>• To describe position, direction and movement including half, quarter and three quarter turns.</li></ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"><li>• Interpret and construct simple tally charts and pictograms</li><li>• Answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li></ul>
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## Maths Level 1B

<div>123</div> <div>Number</div> <div>Number Level 1B</div>	<div>  </div> <div>Space Shape Measure Level 1B</div>	<div>  </div> <div>Using &amp; Applying Level 1B</div>
<ul style="list-style-type: none"> <li>To read, write and order numbers to 50 in numerals</li> <li>Rote count to and across 50, forwards and backwards, beginning with 0 or 1 or any given number</li> <li>Given a number up to 50 (no extra resources used) can identify one more and one less</li> <li>To recall number bonds to 20 e.g. <math>17+3=20</math>, <math>20-3=17</math></li> <li>To subtract single digit numbers from 20 including zero</li> <li>To count in multiples of 10 and recall 10 times table facts up to 120 e.g. <math>12 \times 10 = 120</math></li> <li>To recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>To use the language of: equal to, same as, more than, less than</li> <li>To understand vocabulary linked to subtraction e.g. take away, minus, difference</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name 2-D shapes (circle, triangle, square, rectangle, hexagon, octagon, semi-circle, pentagon)</li> <li>To identify properties of simple 2D shapes (number of sides and corners/vertices)</li> <li>Describe, match, sort and make arrangements and patterns of 2-D shapes.</li> <li>Recognise and name 3D shapes (cube, sphere, cone, cuboid, cylinder, square based pyramid, triangular based pyramid)</li> <li>Construct with 3-D shapes and recognise and name them in pictures/everyday objects/constructions</li> <li>To recognise and count the number of faces on a 3D shape and identify edges.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>To compare, describe and solve practical problems for time (quicker/faster, slower, quickest/fastest, slowest, first, last, earlier, later) e.g. Which of these methods of transport travels the fastest? a) aeroplane b) train c) walking d) car</li> <li>To compare, describe and solve practical problems for capacity and volume of more than 2 items (full/empty, more than/less than, half, half full, quarter) e.g. Find five different</li> </ul>	<ul style="list-style-type: none"> <li>Describe and continue a simple number pattern e.g. 3, 5, 7 add 2 each time (counting forwards)</li> <li>Solve one step word problems involving addition, subtraction using concrete objects and pictorial representations numbers up to 20</li> <li>Solve missing number problems for addition and subtraction such as <math>9 - [] = 7</math></li> <li>Solve one step word problems involving multiplication and division by using concrete objects and pictorial representations (2, 5 and 10 times tables)</li> <li>To estimate the number represented on a blank number line within a range e.g. 0-----10 what number is the dot?</li> <li>To read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Uses 2p coins to make even amounts and hand over to pay for an item. Uses 5p coins to make amounts for multiples of 5 and hand over to pay for an item. Uses 10p coins to make amounts for multiples of 10 totals and hand over to pay for an item</li> <li>Uses the correct coin (1p 2p 5p 10p 20p 50p £1 £2) to pay for an item of the same written price.</li> <li>To add together 2 or more small amounts of money up to 99p</li> </ul>





	<p>liquid containers and think about which would have the smallest capacity and which would have the largest capacity. Put them in order from smallest to largest capacity.</p> <ul style="list-style-type: none"><li>• Measure and record units of measure for length, mass, capacity and time using: cm/m, g/kg, ml/l, seconds/minutes</li></ul> <p><b>Time</b></p> <ul style="list-style-type: none"><li>• To tell/read the time to the hour and half past the hour on analogue and digital clocks</li></ul> <p>To sequence events in chronological order using language (today, yesterday, tomorrow, before, after, next, first, morning, afternoon, evening)</p>	<p><b>Position</b></p> <ul style="list-style-type: none"><li>• To describe position, direction and movement including half, quarter and three quarter turns.</li></ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"><li>• Interpret and construct simple tally charts and pictograms</li></ul> <p>Answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>
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## Maths Level 1C

123 Number	Number Level 1C	 Using & Applying Level 1C	 Shape Space Measure Level 1C
	<ul style="list-style-type: none"><li>To read, write and order numbers to 20 in numerals</li><li>Rote count to and across 20, forwards and backwards, beginning with 0 or 1 or any given number</li><li>Given a number up to 20 (no extra resources used) can identify one more and one less</li><li>To recall number bonds to 10 e.g. 7+3=10, 10-3=7</li><li>To add single digit numbers up to 20 including zero</li><li>To count in multiples of 2 and recall 2 times table facts up to 24 e.g. 12 x 2 = 24</li><li>To know doubles of numbers up to 24 e.g. double 12 is 24</li><li>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li><li>To understand the vocabulary linked to addition e.g. total, makes, altogether, and</li></ul>	<ul style="list-style-type: none"><li>Describe and continue a simple number pattern e.g. 3, 5, 7 add 2 each time (counting forwards)</li><li>Solve one step word problems involving addition, subtraction using concrete objects and pictorial representations numbers up to 20</li><li>Solve missing number problems for addition and subtraction such as 9 - [ ] = 7</li><li>Solve one step word problems involving multiplication and division by using concrete objects and pictorial representations (2, 5 and 10 times tables)</li><li>To estimate the number represented on a blank number line within a range e.g. 0-----,-----10 what number is the dot?</li><li>To read and write numbers from 1 to 20 in numerals and words.</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>Uses 2p coins to make even amounts and hand over to pay for an item. Uses 5p coins to make amounts for multiples of 5 and hand over to pay for an item. Uses 10p coins to make amounts for multiples of 10 totals and hand over to pay for an item</li></ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"><li>Recognise and name 2-D shapes (circle, triangle, square, rectangle, hexagon, octagon)</li><li>To identify properties of simple 2D shapes (number of sides and corners/vertices)</li><li>Describe, match, sort and make arrangements and patterns of 2-D shapes.</li><li>Recognise and name 3D shapes (cube, sphere, cone, cuboid, cylinder)</li><li>Construct with 3-D shapes and recognise and name them in pictures/everyday objects/constructions</li><li>To recognise and count the number of faces on a 3D shape</li></ul> <p><b>Measure</b></p> <ul style="list-style-type: none"><li>To compare, describe and solve practical problems for lengths and heights of more than 2 items (long/short, longer/shorter, tall/short, tallest/longest/shortest) e.g. Which of these is likely to be the tallest? a) a skyscraper b) an elephant c) an adult d) a metre stick</li><li>To compare, describe and solve practical problems for mass and weight of more than 2 items (heavy/light, heavier than/lighter than, heaviest/lightest) e.g. If a black stone and a white</li></ul>



- Uses the correct coin (1p 2p 5p 10p 20p 50p £1 £2) to pay for an item of the same written price.
- To add together 2 or more small amounts of money up to 99p

#### **Position**

- To describe position, direction and movement including half, quarter and three quarter turns.

#### **Data Handling**

- Interpret and construct simple tally charts and pictograms
- Answer simple questions by counting the number of objects in each category and sorting the categories by quantity

stone weigh together the same as a grey stone, which stone is heaviest?



- Measure and record units of measure for length, mass, capacity and time using: cm, g, ml, seconds

#### **Time**

- To tell/read the time to the hour e.g. O'clock on analogue and digital clocks
- To sequence events in chronological order using language (today, yesterday, tomorrow, before, after, next, first)



## English Level 2

 <b>Reading Level 2</b>	 <b>Writing Level 2</b>
<p>Level 2 word reading - Phonic development</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>• Decode alternative sounds for graphemes.</li> <li>• Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly</li> <li>• Read most words without overtly segmenting and blending once they are familiar.</li> <li>• Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</li> </ul> <p>Level 2 word reading - non-phonetic development</p> <ul style="list-style-type: none"> <li>• Read a wider range of common exception words which have been taught including most words from the Yr2 spelling appendix e.g. because, everybody, should, whole, parents, money.</li> <li>• Can read 120 words from Yr1 to Yr2 word list</li> <li>• Can read unfamiliar texts, using a range of strategies with some support for meaning and occasional words</li> <li>• Can use an alphabetical index.</li> <li>• Can search text for specific details.</li> <li>• Can read 160 words from Yr1 to Yr2 word list</li> <li>• Pace and fluency indicate confidence when reading, they can read ahead, use expression and intonation to enhance meaning.</li> <li>• Can read all the words on the Yr2 word list.</li> </ul>	<p>Level 2 Writing - Composition - vocab-grammar-punctuation.</p> <ul style="list-style-type: none"> <li>• Writes own instructions for the group e.g. Class rules.</li> <li>• Write simple instructions in the right order.</li> <li>• Some connection between ideas and some events linked as a simple sequence.</li> <li>• Compose sentences orally. Use the drafting process to gather and write down key words and ideas.</li> <li>• Show a clear opening appropriate to the form of writing.</li> <li>• Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li>• Use vocabulary appropriate to the subject being written about, with some attempt to use words for effect.</li> <li>• Write about real events maintaining form and purpose.</li> <li>• Compose orally and write poetry in a variety of forms.</li> <li>• Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</li> <li>• A text begins to show a beginning, middle and end with 3 short simply structured sentences.</li> <li>• Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</li> <li>• Correct use of full stops and capital letters in more complex sentences.</li> <li>• Co-ordinate sentences using and, or, but.</li> <li>• Sometimes use subordination e.g. when, if, because.</li> <li>• Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in a list.</li> </ul>





#### Level 2 reading - Comprehension

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Shows understanding of texts read independently; self corrects.
- Know and retell a wide range of stories, fairy stories, and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inference on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.

#### Level 2 Writing-Transcription-handwriting-spelling

- All 2 and 3 letter words spelt correctly within their own writing.
- Can access a picture dictionary.
- Spell 50 words in the Yr1/2 list
- Write from memory simple dictated sentences.
- Spell common decodable 2 and 3 syllable words.
- Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly including those requiring a change to the root word.
- Spell most common exception words from Yr 2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in Yr 2 spelling appendix e.g. to, too, two, hear, here, see, sea, blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possessions Mark's football.
- Form lower case letters correctly.
- Holds pencil correctly.
- Writing is legible.
- Spacing is appropriate to the size of the letters.
- Some letters are joined correctly, according to the schools handwriting approach.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.





## Speaking

### Speaking Level 2

#### Level 2 Speaking

- Comments on and recalls some details from a story that they have previously listened to or heard from a variety of sources e.g. T.V programme, made up story, news, friends.
- Use new words and different styles of presentation when reporting e.g. as a play, a rhyme, a powerpoint.
- Uses adjectives to enhance speech e.g. It was a wonderful day
- Demonstrates correct use of past, present and future tense
- Is able to ask questions and contribute to discussions using clear full sentences e.g. contribute to an adult led discussion without requiring prompting, ask relevant questions of the teacher, asks questions to help understanding, make relevant comments on what a peer has said
- Uses correct volume and intonation in different situations e.g. Uses different voice levels
- Compares two stories/poems/reports, stating why they liked them
- Tell a simple story or recounts an experience to a group/audience
- Explain to an adult or group their task and why they are doing it
- Ask and answer questions from peers e.g. reporting on an investigation and answering questions about it
- Discusses preferences, characters and settings, giving reasons for their ideas
- Discusses own work with an adult
- Understands that stories have a beginning, middle and end and enhances detail when re-telling
- Recognises and completes rhymes and speech patterns e.g. hears rhyming structures, complete the last line of a limerick using their own ideas
- Works with peers to produce a piece of drama



## Listening

### Listening Level 2

#### Level 2 Listening



- Pupils understand the conventions of showing they are listening within a group e.g. look at the speaker, sit quietly to allow the speaker to communicate, listen to others without interruption.
- Listens quietly to unfamiliar stories and makes relevant contributions when asked
- Recognise there may be different audiences, which require different responses e.g. wait quietly if an adult is busy, show an awareness of the detail the audience needs
- Listens to peers and makes supportive comments, remembers specific points in a verbal report, accepts questions about own report
- To be able to switch attention from one speaker to another. Being able to follow and take part in a longer discussion
- Listens to others ideas to show a development of their own ideas
- Learns a range of familiar and new rhymes, songs, poems etc e.g. Knows several rhymes, songs and poems



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| <ul style="list-style-type: none"><li>• Participates in drama and sustains a character, perhaps using props to enhance meaning</li></ul> |  |
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## Maths Level 2

<div>123</div> <div>Number</div> <div>Number Level 2</div>	<div>  </div> <div>Space Shape Measure Level 2</div>	<div>  </div> <div>Using &amp; Applying Level 2</div>
<ul style="list-style-type: none"> <li>To recognise the place value of each digit in a 2 digit number (tens and ones)</li> <li>To recall and use addition and subtraction facts to 20 fluently</li> <li>Derive and use related facts up to 100 e.g. <math>7 + 3 = 10</math>; <math>70 + 30 = 100</math></li> <li>To count in steps of 2, 3 and 5 from 0</li> <li>To count in steps of 10 from any given number; forwards or backwards</li> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally for a two digit number and ones e.g. <math>23 + 4</math></li> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally for a two digit number and tens e.g. <math>23 + 30</math></li> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally for 2 two digit numbers e.g. <math>23 + 49</math></li> <li>Add and subtract numbers using concrete objects, pictorial representations and mentally for adding 3 one digit numbers e.g. <math>7 + 5 + 6</math></li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>To compare and sort 2D shapes using a Venn diagram</li> <li>To match the other half of a vertical line of symmetry for pictures, shapes and patterns</li> <li>To identify if a shape or picture has a vertical line of symmetry when the line has been pre drawn</li> <li>To identify 2D shapes that have a vertical line of symmetry</li> <li>To compare and sort 3D shapes using a Venn diagram</li> <li>To identify and describe the properties of 3D shapes, including the number of edges, vertices, faces</li> <li>To identify 2D shapes on the surface of 3D shapes e.g. circle on a cylinder, triangle on a pyramid</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers</li> </ul>	<ul style="list-style-type: none"> <li>Describe and continue a simple number pattern e.g. 9, 7, 5 subtract 2 each time (counting backwards)</li> <li>Solve one step word problems involving addition, subtraction using concrete objects and pictorial representations and include those involving numbers, quantities and measures e.g. mm, cm, pence (numbers up to 100)</li> <li>Solve missing number problems for multiplication and division such as <math>2 \times [ ] = 10</math></li> <li>Solve one step word problems involving multiplication and division by using concrete objects and pictorial representations (2, 5, 10, 3, 4, 9 times tables)</li> <li>To estimate the number represented on a blank scale (e.g. measuring jug, weighing scale, clock face) within a range e.g. 0-----100 what number is the dot?</li> <li>To read and write numbers from 1 to 100 in numerals and words.</li> </ul>



- Show that addition of two numbers can be done in any order (commutative law) and subtraction of one number from another can not.
- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables
- *Recognise odd and even numbers to 100*
- *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the  $\times$ ,  $\div$  and  $=$  signs.*
- *Show that multiplication of two numbers can be done in any order (commutative law) and division of one number by another can not.*

#### Fractions

- *To count in fractions up to 10 starting from any number using  $\frac{1}{2}$  on a number line*
- *To understand equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$*
- *To recognise, find, name and write fractions:  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity*
- *To write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3*

- Choose and use appropriate standard units to estimate and measure mass (g/kg) to the nearest appropriate unit using scales
- Choose and use appropriate standard units to estimate and measure capacity (l/ml) to the nearest appropriate unit using measuring vessels
- Choose and use appropriate standard units to estimate and measure temperature ( $^{\circ}\text{C}$ ) to the nearest appropriate unit using thermometers
- Compare and order length, mass, capacity and record the results using  $<$ ,  $>$ ,  $=$

#### Time

- Compare and sequence the intervals of time e.g. put these times in order: a) half past 5 in the morning, b) quarter past 3 in the morning, c) 7 O'clock in the evening, d) ten to 8 in the evening, e) 3 O'clock in the afternoon, f) half past 11 in the morning
- To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- To know the number of minutes in an hour and the number of hours in a day.

#### Money

- To find different combinations of coins that equal the same amounts of money e.g. 25p = 20p + 5p or 10p + 10p + 5p or ...
- Uses the correct coin and notes to pay for an item of the same written price including recognising and using the symbols for pounds and pence correctly.
- *To combine amounts to make a particular value (pence only)*

#### Position

To describe position, direction and movement and distinguishing between rotation as a turn including right angles for half, quarter and three quarter turns. Understanding clockwise and anticlockwise rotations.



#### Data Handling

- Interpret and construct simple tables and block diagrams





## English Level 3

 <p>Reading Level 3</p>	 <p>Writing Level 3</p>
<p>Level 3 word reading - Phonic development</p> <ul style="list-style-type: none"> <li>Know the full range of GPC's, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> </ul> <p>Level 3 word reading - non-phonetic development</p> <ul style="list-style-type: none"> <li>Can read aloud confidently to a familiar audience.</li> <li>Can read aloud with intonation and expression, taking account of punctuation e.g. speech marks, exclamation marks, question marks.</li> <li>Read with fluency a range of age related text types (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at sufficient speed for them to focus on understanding.</li> <li>Read most common exception words by sight (including all those in the Yr 2 spelling appendix) noting unusual correspondence between spelling and sound.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</li> </ul> <p>Level 3 reading - Comprehension</p> <ul style="list-style-type: none"> <li>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</li> <li>Listen to, discuss and express views about a wide range of fiction, poetry, and plays - sometimes at a level beyond that which they can read independently.</li> <li>Listen to and discuss a range of non-fiction and reference or text books, that are structured or text books, that are structured in</li> </ul>	<p>Level 3 Writing - Composition - vocab-grammar-punctuation.</p> <ul style="list-style-type: none"> <li>Writer is beginning to develop a sense of audience.</li> <li>The writer is becoming consistent in their use of 1<sup>st</sup> and 3<sup>rd</sup> person and tense.</li> <li>They are able to develop and repeat character traits throughout a story.</li> <li>Begin to use subordinate clauses e.g. after he went to the shops, he went home.</li> <li>Use adjectival clauses to clarify relationship in time and place e.g. use of who, which in a sentence.</li> <li>Can use humour in composition.</li> <li>Have clear links between ideas and events which will be extended and organised into at least 3 paragraphs.</li> <li>Give evidence of their own view point in their writing.</li> <li>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</li> <li>Write to suit purpose, and show some features of the genre being taught.</li> <li>Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</li> <li>With scaffold, organise sections broadly, within a theme.</li> <li>Use headings and subheadings to aid presentation.</li> <li>Describe characters, settings and / or plot in a simple way, with some interesting details.</li> <li>Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</li> <li>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> </ul>



different ways; identify their particular characteristics; recognise typical presentational features.

- Identify themes and conventions in a range of books e.g. identify the theme of journeys, recognise the convention of fairy stories, recognise how a non-fiction book is often organised and presented.
- Recognise some different forms of poetry e.g. shape poems, free verse, narrative and explain the difference between them.
- Draw inference and justify with evidence e.g. characters' feelings, thoughts and motives from their actions and words.
- Predict what might happen from details stated and implied.
- Explain the meanings of words in context; use dictionaries to check meaning.
- Check the text makes sense, reading to the punctuation and usually re-reading or self checking.
- Explain and discuss their understanding of the text e.g. explain events, describe a characters actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the readers interest and imagination.
- During discussion about text, ask questions to improve their understanding; take turns and listen to what others have to say.

- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' depending on whether the next word begins with a consonant or a vowel.
- Usually use the past tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

### Level 3 Writing-Transcription-handwriting-spelling

- To spell all the words in the Yr 2 list in their own writing
- To spell the ends of regular past-tense verbs with 'ed'
- Write from memory simple dictated sentences which include familiar GPC's, common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis-, mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ie, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.
- Writing is legible.



	<ul style="list-style-type: none"> <li>• Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</li> <li>• Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</li> <li>• Appropriate letters are joined according to the schools handwriting approach.</li> </ul>
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Speaking Level 3



Listening Level 3



- Level 3
- Discuss T.V programmes, news items, computer games e.g. make contributions, ask relevant questions, clarify reasons for others opinions
  - To remember and understand a story presented over a period of time e.g. A chapter story
  - Discusses various elements of longer stories e.g. settings, characters, story line etc
  - Sustaining the attention of the listener by using a variety of strategies e.g. explaining, expression and appropriate body language, appropriate vocab and relevant information
  - Use adverbs to enhance speech e.g. He ran quickly
  - Draws conclusions from group discussions
  - Expresses opinions and considers points of view of others
  - Experiences and gives an opinion on a variety of genre
  - Develops ideas through discussions with an adult and makes relevant contributions
  - Demonstrate awareness of rhyme and rhythm, and use rhyme to create poems
  - Can plan and ask more formal questions e.g. surveys, questions for a new teacher
  - Takes part in a range of techniques: hot seating, mime, improvisation
  - Takes active role in drama and enhances characters through voice and gesture







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<ul style="list-style-type: none"> <li>To recognise the place value of each digit in a 3 digit number (Hundreds, tens and ones)</li> <li>To recall and use addition and subtraction facts to 20 fluently</li> <li>To count in multiples of 4, 8, 50 and 100 from 0</li> <li>To find 10 more or less than a given number from any given number; forwards or backwards</li> <li>To find 100 more or less than a given number from any given number; forwards or backwards</li> </ul> <p><b>Compare and order numbers from 0 up to 1000</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally for a three digit number and ones e.g. <math>123 + 4</math></li> <li>Add and subtract numbers mentally for a three digit number and tens e.g. <math>123 + 40</math></li> <li>Add and subtract numbers mentally for 2 three digit numbers e.g. <math>123 + 459</math></li> <li>Add and subtract numbers with up to three digits, using formal written methods or column addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 times tables</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes using a ruler, regular and irregular shapes with up to 8 sides and a given number of right angles</li> <li>Make 3D shapes using modelling materials</li> <li>Recognise 3D shapes in different orientations and describe them</li> <li>Recognise angles as a property of shape or a description of a turn</li> </ul> <p><b>Identify right angles</b></p> <ul style="list-style-type: none"> <li>Recognise that 2 right angles make a half turn, 3 make three quarters of a turn and 4 a complete turn.</li> <li>Identify whether angles are greater than or less than a right angle</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>Measure the perimeter of simple 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Describe and continue a number pattern using up to 3 digit numbers e.g. 100, 105, 110, 115, ____, ____ (counting forwards and backwards)</li> <li>Solve one step word problems involving addition, subtraction using concrete objects and pictorial representations and include those involving numbers,</li> <li>Solve number problems in which 'n' objects are connected to 'm' objects e.g. a chair has 4 legs how many legs do 5 chairs have?</li> <li>Solve one step word problems involving multiplication and division by using concrete objects and pictorial representations (all times tables)</li> <li>To estimate the number represented on a blank scale (e.g. measuring jug, weighing scale, clock face) within a range e.g. 0-----1000 what number is the dot?</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>To subtract amounts of money to give change using both £ and p in practical contexts.</li> <li>Use coins and notes to pay for items and recognise when change is needed.</li> <li>To combine amounts to make a particular value (pounds and pence)</li> </ul>



- Write and calculate mathematical statements for multiplication and division using the times tables that they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction

#### Fractions & Decimals

- Add and subtract fractions with the same denominator within one whole e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- Count up and down in tenths ( $\frac{1}{10}, \frac{2}{10}, \dots, \frac{6}{10}$ )
- To recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1 digit numbers or quantities by 10
- To recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators
- To compare and order unit fractions, and fractions with the same denominators
- To recognise and show, using diagrams, equivalent fractions with small denominators

#### Time

- 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 e.g. to calculate the time taken by particular events or tasks

#### Time

- Read Roman numerals up to 12 (relate to numerals on an analogue clock)

#### Data Handling

- Interpret and present data using scaled bar charts, pictograms and tables
- Solve one step and two step questions e.g. how many more? How many less? Using information presented in scaled bar charts and pictograms and tables