



The Valley Community School

**ASSESSMENT
AND TARGET SETTING POLICY**

The purpose of this policy is to outline the routines and procedures, which inform staff as to the progress and development of the children within the school. This is to enable them to meet the needs of the children and match tasks and activities to individual ability. Assessment forms part of an overall process, which includes planning, and delivering of the curriculum. Good practice dictates that each element should inform the next and therefore become part of a continual process.

Our core values:

**Acceptance
Fairness
Trust
Equality
Respect**

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Executive Summary

Guiding assessment principles in brief:

For our children communication and vocabulary development is an essential element to attainment and progress.

We believe consistently exceptional progress leads to outstanding outcomes over time.

We always judge a pupils' progress over the phase and where pupils entered the school/phase, as their baseline, but we do not lose sight of the whole of school life picture.

Our ambition is that for our pupils to make more than 12 months progress each year, this is because of their relatively low starting points, (Core subject and language learning) compared to the national picture.

To be classed as at AREL (an age related expected level) pupils must make progress in all of the respective strands of their subject, and demonstrate that they have learnt and remembered:

- Key factual age specific learning of substantive information
- Over 90% of Key vocabulary and where the key terms are not used suitable and plausible alternatives are used so that conceptual understanding is demonstrable
- Pupils are making progress in foundational ongoing knowledge in disciplinary aspects over time
- Fluency and automaticity is demonstrable
- Pupils readily and independently apply what they have learnt, across and within their subject and in other areas of the curriculum over time.

Pupils eligible for an EHCP are judged on a child by child /case by case basis, by their very nature pupils needing additional School Support will have slower than expected progress at the point of intervention.

Pupils will be classed as being at a school support level if they are not making progress and have had two terms of Wave 2/3 (GROUP or Individual) intervention indicating a specific barrier to learning.

Pupils must make progress in key essential areas-we call these our key "Limiting judgments", we never use best fit or simply counting of objectives as this can skew the profile of learning.

Summative (termly) checks should be used to formally "back up" formative judgements and for this we use assertive mentoring and the PUMA/PIRA tests (which we have found to be most accurate). Low stakes and ongoing mini assessments address small gaps in learning.

Where a pupil's broad assessment profile does not change e.g. reading at the Expected level, we look closely at ensuring standardised scores are used to continually show impact and accelerated progress.

IMPLEMENTATION OF THIS POLICY WILL:

- Support children in their learning;
- Help children to become aware of their strengths and the progress that they are making;
- Enable teachers to match their work in the classroom to each child's capabilities;
- Support teacher's work in evaluating the curriculum;
- Consider to what extent the teaching and learning objectives have been met;
- Improve and develop each child's basic skills;
- Enable staff to adapt teaching approaches accordingly;
- Provide information for those who have a right to know.

Understanding the language of intervention and support

The school refers to a “Waved approach” to securing accurately assessed outcomes

Key knowledge learning and skill based assessment, is focussed on Focussed Practical Activities and Focussed Practical Tasks that build a hierarchy of conceptual understanding around a spiral curriculum. This builds up “progressive knowledge learning” over time, with opportunities to revisit language and concepts.

How do we support those who may have difficulty within whole class teaching:

Our first point is always to look at learning within and around the lesson, usually at the point of error.

Adapted teaching and Reasonable adjustments: We broadly follow NASEN guidelines and support and our own practices heavily informed by research, such as Ofsted and the Education Endowment Fund (EEF)

- **Wave 1:** High “quality first” class teaching, where adaptive teaching strategies meets the needs of particular groups within the class setting.
- **Wave 2:** These are specific interventions with groups of children to address particular needs and are time limited and reviewed.
- **Wave 3:** These are individual support programs for children with specific needs. They may involve external agencies

*Please refer to individual subject policies, EYFS and Inclusion policy for more detailed specific guidance

WHAT IS ASSESSMENT?

Assessment is a natural and essential part of the teaching and learning process. It is an important feature of the school's planning arrangements and the monitoring of progression of individual pupils. Assessment is a process which provides information on the individual child's experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to both improve and guide future learning and development. It allows adaptive changes in teaching sequence and intra lesson feedback and questioning that accelerates learning.

Our default assessments methodology is formative ongoing assessment reinforced with regular summative checks using a variety of assessment tools.

The process for assessment involves:

- Three data collection assessment points NOV/MARCH/JUNE at broadly even points
- Assessing the key knowledge and skills within each subject area
- Testing and theorising based on FPT (FOCUSSED PRACTICAL TASKS), speaking to sample groups of pupils using thematic questionnaires and monitoring,
- Checking and quality assuring
- Subject leader and SLT Quality assurance via pupil discussions alongside books and triangulation
- Whole staff standardisation and moderation exercises

Basic knowledge and skills assessment and fluency periods

- Phonic progress (where applicable)
- Tables and division facts
- Vocabulary
- Reading records
- Spellings

- Test performance raw and scaled score tracking
- Short term progress in year
- Long term progress across school life
- Progress within objectives
- Intervention diaries
- Core/Foundation subject judgements
- Low takes -Grammar Hammer and Maths testing

Examples of four assessment pathways resulting in pupils operating below their age specific NC point:

Below within year group

- Where a pupil is not making progress in a particular area at in year point, for example a pupil may enter a year group in line in maths but struggle with a specific concept, increasing difficulty or new area of learning

Below and at pre key stage points or out of year

- When a pupil is working outside of their year group, we will class them in the year group they are operating in –unless they have profound special need, which means they are below the NC level.

Below and operating at a bespoke engagement level

- Pupils will operate at a bespoke “engagement model” level using our local provider Ladywood Outreach partnership to support assessment

Below as a new arrival and having specific language needs

- Pupils new to the country are normally assessed at a language development level by the Achievement Cohesion and Integration Service (ACIS) and these assessments are supplemented by the school’s own using the Bell foundation materials.

Pupils following the main assessment system

- When less than half of the learning objectives for a year group are completed a child will be assessed as **Emerging (E)**. For example, a child working at this stage in Year 1 will be assessed as **Y1E**.
- When half objectives are completed (including key limiting objectives) a child will be assessed as **Developing (D)**. For example, a child working at this stage in Year 3 will be assessed as **Y3D**.
- When all objectives are completed and applied across the curriculum, a child will be assessed as **Secure (S)**. For example, a child working at this stage in Year 5 will be assessed as **Y5S**.
- If a pupil is secure in their knowledge they may be able to apply this in a wide range applications –we class these pupils as **GDS** or the greater depth standard

RATIONALE AND AIMS

The context of the school, as measured through national indicators, shows that the catchment area is socially and economically deprived. Many children have English as their second language. A large majority of children begin their educational journey below (and in some cases well below) age related expectation in the EYFS.

(A more comprehensive explanation of the EYFS assessment process is contained within the EYFS policy)

The purpose of this policy is to outline the routines and procedures, which inform staff as to the progress and development of the children within the school. This is to enable them to meet the needs of the children and match tasks and activities to individual ability.

Assessment forms part of an overall process, which includes planning, and delivering of the curriculum. Good practice dictates that each element should inform the next and therefore become part of a continual process.

Our EYFS Model of assessment

JUDGING ACHIEVEMENT AGAINST THE EXPECTATIONS OF EACH YEAR GROUP IN THE EARLY YEARS FOUNDATION STAGE

PRESCHOOL

A Two Year Old Progress Check alongside the children's parents/carers. The check will identify the children's strengths and any areas where the child's progress is less than expected. If any significant concerns arise, the EYE will liaise with parents/carers, the SENCO, Health Visitors and any other relevant outside agencies.

NURSERY AND RECEPTION

Children are deemed to be in line with Age Related Expectation if they are working within age appropriate bands of 'The Early Years Outcomes' document.

By the end of Reception, practitioners will complete the Early Years Foundation Stage Profile (EYFSP) which indicates whether the child is 'Emerging', 'Expected' or for each of the Early Learning Goals (ELGs). School is guided by examples as set out in "Birth to 5 matters

Please refer to the specific EYFS policy for more precision around specific EYFS assessment".

At the end of the EYFS children should achieve a 'Good Level of Development'. This means that the child should achieve the ELG in each of the three Prime Areas and in Literacy and Numeracy. These targets can be manually adjusted, if necessary, to personalise them for children who have SEND.(refer to the schools Inclusion policy) .

THE CYCLE FOR ASSESSMENT AND TARGET SETTING

The school's assessment data is stored centrally this tracking system allows staff to access their class's data securely and supports coordinators and the MLT and SLT in the analysis of the data.

ANNUAL ASSESSMENT TIMETABLE	
AGE GROUP	ASSESSMENT VEHICLE
Early Years Foundation Stage Preschool	Baseline Assessment six weeks after entry to school. 'Two Year Old Progress Checks' six weeks after entry to school. Termly assessment and data update on tracker. Termly Pupil Progress Meeting. Termly reports to Parents Phonic screening half termly
Early Years Foundation Stage Nursery	Baseline Assessment six weeks after entry to school. Formative Assessment Termly assessment and data update on tracker. Termly Pupil Progress Meeting. Termly reports to Parents Phonic screening half termly
Early Years Foundation Stage Reception	Baseline Assessment six weeks after entry to school. Termly assessment and data update on tracker. Termly Pupil Progress Meeting. Formative Assessment. Summative Assessment - EYFSP Termly reports Phonic screening half termly to Parents
Key Stage One Year 1	Formative assessment Termly assessment and data update on tracker.

	Termly Pupil Progress Meeting Termly reports to Parents Summative Assessment –Phonics Screening Test Assertive mentoring progress meetings and summative assessment Pira and Puma tests “Red dot “ examples of independent written pieces Phonic screening half termly
Key Stage One Year 2	Formative assessment Termly assessment and data update on tracker Termly Pupil Progress Meeting. Termly reports to Parents Summative Assessment - SAT's English & Maths, Teacher Assessment Science Assertive mentoring progress meetings and summative assessment Pira and Puma tests Statutory Assessments: Phonic screening recheck Previous SAT papers “Red dot “ examples of independent written pieces Phonic screening half termly
Key Stage Two Year 3	Formative assessment Termly assessment and data update on tracker Termly Pupil Progress Meeting Termly reports to Parents Assertive mentoring progress meetings and summative assessment Pira and Puma tests Established “Red dot “ examples of independent written pieces
Key Stage Two Year 4	Formative assessment Termly assessment and data update on tracker Termly Pupil Progress Meeting /Termly reports to Parents Assertive mentoring progress meetings and summative assessment Pira and Puma tests Established “Red dot “ examples of independent written pieces
Key Stage Two Year 5	Formative assessment Termly assessment and data update on tracker. Termly Pupil Progress Meeting Termly reports to Parents Assertive mentoring progress meetings and summative assessment Pira and Puma tests Established “Red dot “ examples of independent written pieces
Key Stage Two Year 6	Formative assessment Termly assessment and data update on tracker.

	Termly Pupil Progress Meeting Termly reports to Parents Summative Assessment - SAT's English, Maths , T/A Science Assertive mentoring progress meetings and summative assessment Pira and Puma tests Established "Red dot " examples of independent written pieces Previous SAT papers
All Year Groups	Teacher Assessment based on National Curriculum/ Bolton RE Agreed Syllabus for all other subjects Pupil discussions and triangulated outcomes FPT and FPA completed and set

It is **essential that** teachers access and use the very latest STA guidance and exemplification to inform assessment judgements in reading, writing, maths and science.

The schools own standardised and moderated judgements and in house exemplification.

ANALYSIS OF RESULTS AND DATA

A careful analysis of assessment data is undertaken on a termly basis to identify areas of concern and development. The production of extensive termly assessment headlines takes place after each assessment point allowing the school to update data on pupil's achievement and analyse cohort and subject strengths and weaknesses. The school improvement plan is updated in July of each academic year. This analysis enables us to track pupil progress and identify areas for concern at an early stage and maintain high teaching and learning standards. This also allows SMART targets to be set for progress during the following year. Assessment Headlines and other data analysis is given to all staff, governors and the LA SIP.

The Assessment Coordinator holds *Pupil Progress Meetings (PPM's)* at the end of each term. During these meetings, the progress of focus groups will be analysed and alterations to the provision will be made if necessary. The teacher will also have the opportunity to discuss the progress of the rest of the class and highlight any concerns about the slow progress of other pupils. These children will then form part of a short-term focus group with the intention of providing additional support to the group in order to accelerate learning and prevent the children from falling behind.

REPORTING

Written and verbal reports are made to parents at regular intervals throughout the school year. Verbal reporting takes place during the three Parents Evenings which are held per year. Termly written reports are short and concise with numerical scores indicating progress, attainment and effort, targets for the following term and a brief comment on the child's attitude to learning, achievements and attendance.

Additional reports on each cohort's progress are made to the Governors and the Local Authority on a termly basis through curriculum subcommittee meetings, the Head Teacher's report to Governors and Lead Professional visits in the Autumn and Summer terms. These reports provide further information alongside the Raise on Line document and the Bolton Data Pack forming the basis for target setting within the School Development Plan.

In addition, all stakeholders have access to online data reports through the school's website:

<http://www.thevalley.bolton.sch.uk>

TARGET SETTING

Target setting takes place at a variety of levels.

- Teachers for pupils set targets during each lesson
- Targets are set for Maths and English for each class each year.
- EHCP/IEP (Education, Health and Care Plans) set targets for individuals.
- Subject leaders analyse their own subjects in the SIP via an annual subject audit.
- All staff are set personal targets through the Appraisal process.
- Language targets
- Blue file SEND file sets out intervention and support for supported pupils
- Attainment targets normally assume a high level of maintenance plus the addition of new pupils into the AREL attainment band (normally 2-3 pupils per year or an addition of 5%)

*We accept the progress for some pupils is sometimes not linear and can be dependent on a variety of factors

COHORT TARGETS

The expectation of attainment for each key stage is:

Our school's reference system is as follows :	Emerging	Developing Including "KEY/ESSENTAL" Moving to Secure		Greater Depth
	Up to 25%-49% of objectives	50%-95% or more	90-100% Inc key areas	100% Inc key areas

Good and better progress is based on effective transition across all subjects within key stages from previous exit points:

In addition the symbol can be used to show degrees of progress within a bank.

Emergent:

Emergent year start some concepts from the previous year may need consolidation firmly embedded in that year's objectives and making progress.

Greater Depth:

#3- regularly at greater depth and no learning delays in any areas

Our online record keeping system:

Using “Educater” to record assessments:

Working below the expected level

WTS pupils: where they were operating first e.g. a Y5 child might be operating at a Year 3 level

EXPECTED: pupils transit will be (POINT IN TIME PITA)

AUT Emergent – PITA expected

SPR Developing –PITA expected (FEB half term)

SUM Secure – PITA expected (JUN)

Greater depth pupils

AUT Emergent – PITA well above

SPR Developing – PITA well above

SUM Secure – PITA well above

Within band progress can be shown by pupils in specific strand and QLD (question level data) or via looking at standardised scoring

In the all other subjects this judgement will be:

PE/COMPUTING /RE/MFL/MUSIC/PSHE/ART/DESIGN TECHNOLOGY/HISTORY/GEOGRAPHY

Making a judgement-just based on a simple best fit judgement as to how a pupil is coping with expectations at that moment in time and will be recorded as

- Below
- Expected –NC core and foundational knowledge is learnt well, including associated language
- Greater depth –personal interest and flair means the pupil is developing a deeper broader understanding, applying knowledge and language consistently well, often following lines of personal enquiry

Please note each subject has a range of specific knowledge aspects that are explained in their respective overview documents and subject statements.

To be in line pupils must know and demonstrate they know the component information specific to their unit and study, by doing this they will show that changes to long term memory have been made and will continue to be made.

WHAT SHOULD BE RECORDED AND COLLECTED?

TEACHERS’ DAILY AND WEEKLY RECORDS

Day-to-day assessment is a reflection of the extent to which pupils are achieving the objectives set out in the lesson plans. Teachers’ routinely observe features of their pupils learning, but much of this is not recorded. Adjustments to plans for the next day or the next lesson will usually take account of how far the teaching has helped some or all of the pupils achieve the learning objectives. This should take the form of annotated and amended lesson plans, especially if the teacher needs to return to a concept with a particular group of pupils or following feedback from Teaching Assistant ‘Post It Notes’. Teachers’ own notes need only be as detailed as is helpful. The level of detail may well vary between individual pupils.

LONG-TERM RECORDS AND DATA FILES

Assessment records kept for each class provide useful information to help monitor progress throughout a key stage. Long-term pupil assessment records will be drawn from the ongoing records that are routinely kept. What is included in the long-term records needs to reflect key aspects of each pupil’s results, and teacher assessments.

LEARNING JOURNEYS/RECORDS OF LEARNING

In the Early Years, children’s work and achievements will be collated-including floor books.

Children in Years 1 to 6 have topic books which contains work across subjects, an Independent Writing Portfolio and Reading Record which will document the topics they have covered and the progress they have made during.

CHILDREN JOINING OR LEAVING AT DIFFERENT TIMES OF THE YEAR

Within a fortnight of a child joining our school, it will be the **responsibility of the class teacher** to assess the new pupil in Reading, Writing and Mathematics, using information from the previous school. These numerical assessments should be recorded on the appropriate tracker on. If the child is assessed to have Special Educational Needs/Disability then the class teacher should liaise with the SENCo and an EHCP written if appropriate. Targets will need to be set using the procedures outlined above.

If a child leaves the school, the class teacher needs to provide relevant information for the receiving school. This should include:

- Tracker sheets
- Relevant and reviewed EHCP's
- Up to date teacher assessments
- Pupil portfolio assertive mentoring file
- Attendance Information
- Previous Reports
- Language assessment of INA pupils

ASSESSMENT IN FOUNDATION SUBJECTS BRIEF GUIDANCE

Class teachers record an assessment for each child for all non-core subjects once a term in the relevant section of the online tracker as identified in individual subject coordinators. Individual subject leaders are responsible for gathering and analysing assessment data for their own subjects. Procedures for doing this are outlined in the relevant subject policies.

The assessment should be based on a detailed review of progress in each of the specific strands and the assessment pathway exemplified in the subject overviews.

- Within foundation subject areas pupils are assessed against NC programmes of study, within their subject overviews
- Indicators of Quality documentation can support
- Case-studies and subject led exemplification
- Moderation and standardisation exercises
- Monitoring planners
- Self-review and peer review

Skills exposition and demonstration:

The school will assess against national curriculum outcomes that have been broken down into key components. This will be **overall judgment** emerging, developing or secure within each age band. This is providing pupils have made sufficient and expected progress in each of their assessed components related to the subject.

Quality assurance, standardisation and moderation will be informed by using the school's in house exemplification, case studies and exemplar materials and subject overviews.

Methodological approaches to capturing data:

The use of non-written assessment:

We feel strongly that to see pupils at their best and really gauge what has been learnt takes time and skill.

We endorse the use of:

- Graphical Representation of Essential Knowledge
- Collaborative and individual presentations of learning (power point, video, speech)
- Focussed practical activities/tasks which are observed (FPT's)
- Group and 1:1 discussion and debate using monitoring proforma
- Mind mapping and visual representation
- Home study
- Creative attempts at solving a "problem"
- Observation
- Written and collated responses
- Low stakes testing

- Presentation

A SIMPLISTIC MODEL OF IN YEAR DEVELOPMENT:

Useful Guidance: These ***characteristics of learning*** will broadly apply to age appropriate tasks- limiting judgement information must be used in conjunction:

	Emerging	Developing	Securing
Support needed	Some	Little	Very little
Attitude to learning	Can be negative, passive or rushed	Increasingly positive, active and considered	Very positive, proactive and careful
Ability to work accurately independently	Rarely	Mostly	Almost always
Ability to demonstrate with summative check	May struggle	Accuracy around 50%+ of Year group expectations	Accuracy around 90%+ of Year group expectations
Application across the curriculum	Little	Increasing	Able to apply and see parallels

*Blooms "Taxonomy" and Webb's "Depth of Knowledge " are used to supplement this brief guidance.

Appendix 1:

In simply examining the broad spread of objectives from the National Curriculum 2014 we can see the balance of objectives and how they are spread and revisited. Pupils by the half way point in the year must be making significant progress in all and to meet end of year requirements. This is a crude measure but useful when then analysing more deeply the specific requirements in each strand.

MATHS OBJECTIVES	Y6	Y5	Y4	Y3	Y2	Y1
Number	4	6(+4)	9(+5)	7(+4)	7(+4)	5(+3)
Addition/ subtraction		4	3	6(+4)	9(+5)	5 (+3)
Multiplication/ division	9(+5)	11(+6)	6	3	4	1
Fractions	11(+6)	12(+7)	10(+5)	8(+5)	2	2
Measurement	7	7	6	9(+5)	8(+5)	12(+7)
Shape	5	8(+5)	4	6(+3)	4	2
Position	2	1	3		2	1
Statistics	2	2	2	2	3	
Algebra	5					
Ratio	4					
TOTAL	49	51	43	41	39	28
Developing	30	26	22	22	20	14

WRITING OBJECTIVES	Y6	Y5	Y4	Y3	Y2	Y1
Transcription	7 (+3)	7 (+3)	6 (+3)	6 (+2)	9 (+6)	10 (+6)
Handwriting	2 (+1)	2 (+1)	2 (+1)	2	4	5
Composition	14 (+8)	14 (+6)	10 (+6)	10 (+4)	11(+5)	6 (+4)
Vocabulary/ grammar/ punctuation	9 (+6)	9 (+5)	10 (+5)	10 (+4)	11 (+6)	9 (+5)
TOTAL	32	32	28	28	35	30
Developing must include						
Mid-year point: Indicative target range to make judgement as developing use weighted judgements	16	16	14	14	18	15
3 unaided pieces in pupil's book that match school expectations regarding AREL of length and presentation						

Understanding limiting judgements: red identifies key areas of significance

READING OBJECTIVES	Y6	Y5	Y4	Y3	Y2	Y1
Word	1	1	2	2	8(+5)	9(+5)
Comprehension	20(+11)	20(+10)	16 (+9)	16 (+7)	15+8)	13(+7)
Total Objectives	21	21	18	18	23	22
Developing	11+	10	9+	9	12	11
Balance						
All Comprehension objectives						
Phonic Screening pass					X	X

Understanding limiting judgements: red identifies key areas of significance

APPENDIX 2 -Foundation subjects:

Foundation subjects and progression within is primarily based on the NC2014 expectations. Pupils must acquire key knowledge and language in a progressive curriculum that builds on prior learning.

Cognitive load is very important for our pupils and we know they learn best with structured repetition and practice, firmly weighted around language development.

Foundational knowledge builds from the Early Years and Years 1 and 2 of pupil's education, the information is built upon over time, with increasing complex components and ideas.

The Pupil's ability to learn and then apply knowledge involves the learning of:

Substantive Knowledge	Discipline
FACTS	How to think and act in a way.

For our pupil's language to pin their learning to essential:

Subject specific vocabulary
The "Tier 3": Progressive vocabulary and specific language linked to a subject Knowing the language is essential to being-for our children less known well, is more

Practice makes perfect:

Opportunities to practice and reinforce to the point of unconscious competence
Automaticity/Fluency comes from being exposed to learning many times and being the given the opportunity to apply what has been learnt.

The "Indicators of Quality" are based on many years of subject leadership, quality assurance and curriculum delivery. They are not meant to be used rigidly within schools but may offer opportunities to inform foundation subject planning and offer guidance, for moderation and standardisation. The evidence base relies heavily on the school's use of case studies, internal moderation and standardisation.

We believe the systems established at The Valley School are robust, simple and easily managed.

APPENDIX 3 SPECIFIC ASSESSMENT GUIDANCE FOR SEND PUPILS AND THOSE PRE-KEYSTAGE

Contained within the SEND policy, local offer and SEND Report

APPENDIX 4 SPECIFIC ASSESSMENT GUIDANCE FOR INTERNATIONAL NEW ARRIVALS

Contained within the INA policy

Appendix 5: A Broad snapshot of foundation and core subject strands

Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year –Assessments should be completed on an ongoing basis						
Assessment strands	Strand	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6: This strand involves application, cross curricular approaches, school and British values.
DT blocked		Design and make	Evaluate	Tools and skills	Safety	Big Ideas
History blocked		Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography blocked		Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art blocked		Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year		Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE Ongoing	AT 1: LEARNING ABOUT RELIGIONS This attainment target refers to how pupils develop their knowledge, skills and understanding with reference to: beliefs, teachings and sources; practices and ways of life; forms of expression.			AT 2: LEARNING FROM RELIGION This attainment target refers to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about: identity and belonging; meaning, purpose and truth; values and commitments.		
Computing Ongoing	Computer science online safety			Information technology online safety		Digital Literacy –including online safety
Our curriculum must: - Have International/SMSC/British values dimensions - Be cyclical - Build in first hand experiences - Reinforces the schools values : AFTER - Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best				Assessment methodology: - Ongoing assessment via short summative low stakes tests/tasks - Focussed practical activities and sequenced activities observed (FPTs) - Cumulative work individual or group piece, including project based on task centric - Collaborative work/Performance/Demonstration 1:1 or group discussion -questioning - Ongoing assessment formative-including home study or targeted observation		

Art	(9)	(10)	(19)	(17)	(13)		(15)	Colour Pattern/Print Technique Texture and Form Media
Recorded assessments are relatively generic and subject overview is needed to guide formation of judgements: Half termly or post unit: Use additional guidance from progression documents (subject overviews)								
Computing	(5)	(6)	(7)	(7)	(7)		(7)	Computing Science Information Technology Digital Literacy
Relatively generic comments: should be informed by additional guidance with termly update								
Design Technology	(8)	(9)	(12)	(11)	(11)		(11)	User purpose Investigate assemble/Disassembly Design/make/evaluate Tool use
Highly specific to units: post unit completion post unit: Use additional guidance from progression documents (subject overviews)								
History	(16)	(13)	(9)	(11)	(17)		(14)	Chronological Understanding Range and Depth Historical Knowledge Historical Enquiry Interpretations of History
Highly specific to units: post unit completion post unit: Use additional guidance from progression documents (subject overviews)								
Geography	(9)	(12)	(20)	(11)	(14)		(9)	Locational Knowledge Place Knowledge Human Physical Geography Fieldwork and Geography skills
Highly specific to units: post unit completion post unit: Use additional guidance from progression documents (subject overviews)-some assessment need specific planning around field trips								
MFL	N/A	N/A	(11)	(11)	(11)		(11)	Oracy Writing
Relatively generic comments: should be informed by additional guidance with termly update								
Science	(14)	(20)	(36)	(22)	(21)		(20)	Working scientifically Aligned to each scientific areas
Highly specific to units: post unit completion post unit: Use additional guidance from progression documents (subject overviews), working scientifically should be progressive and build up a profile over the year								
PSHE	148	136	128	148	136		136	Each of the 6 areas is broken in to Working toward /Working at /Working beyond Most sections have two parts WT/WA/WB Being me In my world Celebrating Differences Dreams and Goals Healthy Me Relationships Changing me (2 judgments per unit per half term)

	Recommended half termly update post unit							
Maths	81 (12)	129 (13)	132 (21)	132 (15)	159 (17)		153 (17)	Bespoke To Each Year Group
	Weekly and half termly : specific but repeated (Supported TA/Teacher in lesson)							
Reading	66 (15)	69 (15)	54 (15)	60 (15)	75 (15)		63 (15)	Word Reading Comprehension Update limiting judgements halftermly
	Combination of some general and some specific: Update half termly the Key limiting judgments 15 judgements but some can be established and prepopulated e.g. Attitudinal							
Writing	69 (7)	84 (9)	81 (7)	81 (8)	90 (10)		93 (7)	Transcription Composition Vocabulary Grammar and Punctuation
	Ongoing and general skills that need developing over time: Termly update after independent pieces							
Music	(17)	(22)	(22)	(20)	(18)		(20)	Play an perform Improvise Listen Use and Understand Appreciate and understand Understanding of musical history
	Recommended half termly update post unit: Use additional guidance from progression documents (subject overviews)							
PE	144 (8)	153 (8)	159 (8)	156 (8)	147 (8)		141 (8)	Aligned to each specific unit in order of delivery Average: 8 judgments per half term
	Highly specific to each unit of work and should be completed weekly or post lesson (Supported TA/Teacher in lesson)							
RE	21	24	21	27	27		24	Making sense of beliefs Understanding the impact Making connections Average: 8 judgments per half term
	Relatively generic comments: should be informed by additional guidance with termly update							

Guidance

Each number relates to specific assessment strand –from September 2023-4 we will track specifically all pupils operating below the expected level (for that subject) in the level of detail shown above. In all foundation subjects.

Relevant core subject assessment will be for all pupils
Reading, Writing, Maths, RE, Science and Computing

Guidance should be used to form overall judgments using the detailed progression guidance contained within subject overviews for all other pupils.

Appendix 6 Reading Assessment domains

FROM OUR EXPERIENCE THE KEY ESSENTIAL KNOWLEDGE THAT EAL PUPILS MUST MAKE PROGRESS IN TO SUCCEED IN ALL ASPECTS OF READING: EACH ASPECT CONTRIBUTES TO THE “SCARBOROUGH ROPE” READING MODEL:

Appendix 4: Reading limiting aspects identified in blue:

Reading	Y6	Y5	Y4	Y3	Y2	Y1
Word reading /decoding/phonics Assess**1/1-RR-Guided-L/S	(C44)	(C44)	(C33/C34)	(C33/C34)	(PH1-7/C16-20)	(PH1/2-C1-5)
Listening to and discussing books read building genre familiarity (genre based)	Continuous thereafter Key responses in whole class novel work	Continuous thereafter Key responses in whole class novel work	T/P2) Key responses in whole class novel work	(T/P2) Key responses in whole class novel work	(T/P4) Strong focus on listening	(T/P1-2) Strong focus on listening
Linking reading to personal experiences	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(C6)
Sequence of texts and stories (genre based)	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(T/P4)	No reference but needs to be taught
Personal reading and attitude to reading	2	2	X	X		No reference but needs to be taught
Reading across a range of texts (genre based)	(T/P7-9)	(T/P7-9)	(T/P3)	(T/P3)	*(T/P4)	(T/P2)
Using a dictionary	Continuous thereafter	Continuous thereafter	5(C35)	(C35)	X	X
Familiarity with genre(genre based)	(T/P9)revision of genre	(T/P9)	(T/P3)	(T/P3)	-focus on retelling(T/P4)	(T/P2)
Joining in with predictable phrases	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	Continuous thereafter	(C7)
Introduction to non-fiction	X	X	X	X	(T/P6)	No reference but needs to be taught
Recurring language of stories and poems (fig language)	X	X	X	X	(T/P7)	No reference but needs to be taught
Clarifying meaning of new words (word based)	X	X	X	X	(C24)	No reference but needs to be taught
Identifying themes and conventions (Lang/Layout)	Continuous thereafter	Continuous thereafter	(C42)	(C42)	*(C32)	(T/P1)
Making recommendations (personal preferences)	(C45)	(C45)	X	X	X	X
Discussing themes /word choices orally	(C57)	(C57)	X	X	(C32)	(T/P1)
Making comparisons	(C47)	(C47)	X	X	X	X
Learning poetry by heart	(T/P10)	(T/P10)	(T/P4)	(T/P4)	(T/P7)	- Rhyme(T/P3)
Preparing poems	(T/P10)	(T/P10)	(T/P4)	(T/P4)	(T/P7)	(T/P3)

to be read aloud showing expression						
Words and phrases that catch the reader's attention	Continuous thereafter	Continuous thereafter	(C36)	(C36)	No reference but needs to be taught	No reference but needs to be taught
Different forms of poetry	Continuous thereafter	Continuous thereafter	10(T/P4)	(T/P4)	(T/P7)	(T/P3)
Checking reasoning and making sense	(C48)	10(C48)	11(C37)	(C37)	(C24)	(C10)
Asking questions to key ideas and themes	(C49)	(C49)	(C38)	(C38)	(C29)	X
Drawing inferences, inferring character motives for action	(C50)	(C50)	(C39)	(C39)	(C28)	(C12)
Making predictions about what will happen	(C51)	(C51)	(C40)	(C40)	(C30)	(C13)
Summarising the main ideas from texts, paragraphs, sections	(C52)	(C52)	(C41)	(C41)	X	X
Understanding how language and structure contribute to meaning	(C53)	(C53)	(C42)	(C42)	X	X
Discussing the use and purpose of author's language	(C54)	(C54)	X	X	(C25)	(C11)
Discussing significance of the title/events	ongoing	ongoing	ongoing	ongoing	ongoing	(C11)
Distinguishing fact and opinion	(C55)	(C55)	X	X	X	X
Retrieve record and present information from non-fiction	(C56)	(C56)	(T/P6)	(T/P6)	No reference but needs to be taught	No reference but needs to be taught
Participate in Txt discussions (personal preferences)	(C57)	(C57)	(C43)	(C43)	(C31)	(C14)
Formal presentations of ideas from read books	(C58)	(C58)	X	X	X	X
Providing justification for views /explain and discuss views	(C59)	(C59)	No reference but needs to be taught	No reference but needs to be taught	(C32)	No reference but needs to be taught

Reading domains cross referenced with core skills and knowledge

YEAR 1				
1a	1b	1c	1d	1e
draw on knowledge of vocabulary to understand texts	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify and explain the sequence of events in texts	make inferences from the text	predict what might happen on the basis of what has been read so far
C8, C9, C10	C11, C15	C11, C15	C6, C12	C13, C15

Learning objectives plotted to reading domains.

YEAR 2				
1a	1b	1c	1d	1e
draw on knowledge of vocabulary to understand texts	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify and explain the sequence of events in texts	make inferences from the text	predict what might happen on the basis of what has been read so far
C24, C25, C29, C31	C29, C31, TP/6	C23, C29, C31, TP/5	C26, C28, C29, C31	C29, C30, C31
Other objectives TP/4, TP/7 C27, C32, C59				

YEAR 3							
2a	2b	2c	2d	2e	2f	2g	2h
give / explain the meaning of words in context	retrieve and record information / identify key details from fiction and non-fiction	summarise main ideas from more than one paragraph	make inferences from the text / explain and justify inferences with evidence from the text	predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how meaning is enhanced through choice of words and phrases	make comparisons within the text
C33, C35, C37	C38, T/P 1 T/P 2 T/P 6	C41	C39	C39, C40	C42 C37 T/P3, T/P1	C36, C42	C41, T/P 2

Learning objectives plotted to reading domains.

YEAR 4							
2a	2b	2c	2d	2e	2f	2g	2h
give / explain the meaning of words in context	retrieve and record information / identify key details from fiction and non-fiction	summarise main ideas from more than one paragraph	make inferences from the text / explain and justify inferences with evidence from the text	predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how meaning is enhanced through choice of words and phrases	make comparisons within the text
C33, C35, C37	C38, T/P 1 T/P 2 T/P 6	C41	C39	C39, C40	C42 C37 T/P3, T/P1	C36, C42	C41, T/P 2

Learning objectives plotted to reading domains.

YEAR 5							
2a	2b	2c	2d	2e	2f	2g	2h
give / explain the meaning of words in context	retrieve and record information / identify key details from fiction and non-fiction	summarise main ideas from more than one paragraph	make inferences from the text / explain and justify inferences with evidence from the text	predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how meaning is enhanced through choice of words and phrases	make comparisons within the text
C44, C48	C56,	C52,	C50,	C51	T/P7 C46	C53, C48C54	C47

Other Objs T/P9, T/P10, T/P11, C49, C57, C58

Learning objectives plotted to reading domains.

YEAR 6							
2a	2b	2c	2d	2e	2f	2g	2h
give / explain the meaning of words in context	retrieve and record information / identify key details from fiction and non-fiction	summarise main ideas from more than one paragraph	make inferences from the text / explain and justify inferences with evidence from the text	predict what might happen from details stated and implied	identify / explain how information / narrative content is related and contributes to meaning as a whole	identify / explain how meaning is enhanced through choice of words and phrases	make comparisons within the text
C44, C48	C56, T/P8	C52, C45	C50, C59	C51	C54, C58	C53, C59	C46C47

Other Objs C49, C57, C58 –asking questions to improve understanding
T/P7, T/P9 continuous reading across a wide range of genres including poetry.

NC2014 MATHEMATICS LIST
OBJECTIVES and CHILD SPEAK TARGETS

KEY: represent foundational knowledge that needs to be in place prior to the next objectives being learnt.

MATHEMATICS Key Stage 1 Year 1

Key Stage	Strand	Objective	Child Speak Target
KS 1 Y1			
CSM1: KS 1 Y1	Number Place Value	[KEY] Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	<i>I can count up and down from 0 to 100 and more.</i>
CSM2: KS 1 Y1	Number Place Value	[KEY] Count, read and write numbers to 100 in numerals.	<i>I can count, read and write numbers up to 100.</i>
CSM:3 KS 1 Y1	Number Place Value	Count in multiples of twos, fives and tens.	<i>I can count in 2 or 5 or 10.</i>
CSM:4 KS 1 Y1	Number Place Value	[KEY] Given a number, identify one more and one less.	<i>When you show me a number, I can tell you what is one more and one less.</i>
CSM:5 KS 1 Y1	Number Place Value	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	<i>I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least.</i>
KS 1 Y1			
CSM 6: KS 1 Y1	Addition Subtraction	Read and write numbers from 1 to 20 in numerals and words.	<i>I read and write numbers from 1 to 20 in numbers and words.</i>
CSM:7 KS 1 Y1	Addition Subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<i>I know and can use the maths symbols + - and = in a number sentence.</i>
CSM:8 KS 1 Y1	Addition Subtraction	[KEY] Represent and use number bonds and related subtraction facts within 20.	<i>I know my number bond facts to 20 - such as $1+5=6$ and $5=6-1$.</i>
CSM9: KS 1 Y1	Addition Subtraction	Add and subtract one-digit and two-digit numbers to 20, including zero.	<i>I add and subtract numbers up to 20 - such as $5+5$ or $12-8$.</i>
CSM:10 KS 1 Y1	Addition Subtraction	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	<i>I can solve some number problems such as $7 = ? - 9$.</i>
KS 1 Y1			
CSM:11 KS 1 Y1	Multiplication Division	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	<i>I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means.</i>
KS 1 Y1			

CSM12 KS 1 Y1	Fractions	[KEY] Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	<i>I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts.</i>
CSM:13 KS 1 Y1	Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<i>I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts.</i>
KS 1 Y1			
CSM:14 KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for lengths and heights [for example, long or short, longer or shorter, tall or short, double or half].	<i>I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am measuring.</i>
CSM:15 KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for mass or weight [for example, heavy or light, heavier than, lighter than].	<i>When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.</i>
CSM:16 KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter].	<i>When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.</i>
CSM:17 KS 1 Y1	Measurement	[KEY] Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].	<i>I can answer questions about time, such as Who is quicker? or What is earlier?</i>
CSM:18 KS 1 Y1	Measurement	Measure and begin to record lengths and heights.	<i>I can measure the length or height of something and write down what measure.</i>
CSM:19 KS 1 Y1	Measurement	Measure and begin to record mass/weight.	<i>I can measure how heavy an object is and write down what I find.</i>
CSM:20 KS 1 Y1	Measurement	Measure and begin to record capacity and volume.	<i>I can measure the capacity of jugs of water and write down what I measure.</i>
CSM:21 KS 1 Y1	Measurement	Measure and begin to record time (hours, minutes, seconds).	<i>I can measure how long something takes to happen - such as how long it takes me to run around the playground.</i>
CSM:22 KS 1 Y1	Measurement	Recognise and know the value of different denominations of coins and notes.	<i>I know that coins have different values - such as 2p, 5p, 10p and 50p.</i>
CSM:23 KS 1 Y1	Measurement	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].	<i>I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</i>
CSM:24 KS 1 Y1	Measurement	Recognise and use language relating to dates, including days of the week, weeks, months and years.	<i>I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean.</i>
CSM:25 KS 1 Y1	Measurement	[KEY] Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	<i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i>
KS 1 Y1			
CSM:26 KS 1 Y1	Shape	[KEY] Recognise and name common 2-D and 3-D shapes, including 2-D shapes [for example, rectangles	<i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i>

		(including squares), circles and triangles].	
CSM:27 KS 1 Y1	Shape	[KEY] Recognise and name common 2-D and 3-D shapes, including 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	<i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i>
KS 1 Y1			
CSM:28 KS 1 Y1	Position	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	<i>I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</i>

MATHEMATICS Key Stage 1 Year 2

Key Stage	Strand	Objective	Child Speak Target
KS 1 Y2			
CSM:29 KS 1 Y2	Number Place Value	[KEY] Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	<i>I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.</i>
CSM:30 KS 1 Y2	Number Place Value	[ES] Recognise the place value of each digit in a two-digit number (tens, ones).	<i>I know what each digit means in two-digit numbers such as 24.</i>
CSM:31 KS 1 Y2	Number Place Value	Identify, represent and estimate numbers using different representations, including the number line.	<i>I can find and show numbers on a number line.</i>
CSM:32 KS 1 Y2	Number Place Value	[KEY] Compare and order numbers from 0 up to 100.	<i>I can order numbers up to 100 and tell you which numbers are bigger or smaller.</i>
CSM:33 KS 1 Y2	Number Place Value	[KEY] Use greater than, less than and = signs.	<i>I use the greater than, less than and equals signs in maths and know what they mean.</i>
CSM:34 KS 1 Y2	Number Place Value	Read and write numbers to at least 100 in numerals and in words.	<i>I can read and write numbers to 100 in digits and words.</i>
CSM:35 KS 1 Y2	Number Place Value	[ES] [KEY] Use place value and number facts to solve problems.	<i>I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.</i>
KS 1 Y2			
CSM:36 KS 1 Y2	Addition Subtraction	[KEY] Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	<i>I answer addition and subtraction maths problems using objects or pictures to help me work it out.</i>
CSM:37 KS 1 Y2	Addition Subtraction	[KEY] Applying their increasing knowledge of mental and written methods.	<i>I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.</i>
CSM:38 KS 1 Y2	Addition Subtraction	[KEY] Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	<i>I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.</i>
CSM:39 KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.	<i>I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help.</i>
CSM:40 KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.	<i>I add and subtract two-digit numbers using objects to help me.</i>
CSM:41 KS 1 Y2	Addition Subtraction	[ES] Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.	<i>I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me.</i>
CSM:42 KS 1 Y2	Addition Subtraction	Add and subtract numbers using concrete objects, pictorial representations, and mentally,	<i>I can add or subtract three numbers such as $2 + 5 + 9$.</i>

		including adding three one-digit numbers.	
CSM:43 KS 1 Y2	Addition Subtraction	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	<i>I know that adding two numbers together can be done in any order but subtracting numbers can only be done in one order.</i>
CSM:44 KS 1 Y2	Addition Subtraction	[ES] Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<i>I can check my answers or solve missing number problems by doing an inverse check.</i>
KS 1 Y2			
CSM:45 KS 1 Y2	Multiplication Division	[ES] [KEY] Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	<i>I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.</i>
CSM:46 KS 1 Y2	Multiplication Division	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs.	<i>I use multiplication ($\times$), division ($\div$) and equals ($=$) signs when writing out my times tables.</i>
CSM:47 KS 1 Y2	Multiplication Division	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	<i>I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.</i>
CSM:48 KS 1 Y2	Multiplication Division	[ES] [KEY] Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<i>I can solve multiplication and division problems using times table facts and objects or pictures to help me.</i>
KS 1 Y2			
CSM:49 KS 1 Y2	Fractions	[ES] [KEY] Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	<i>I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects.</i>
CSM:50 KS 1 Y2	Fractions	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	<i>I can write simple fractions sentences such as $\frac{1}{2}$ of $6 = 3$ and know that $\frac{2}{4}$ equals $\frac{1}{2}$.</i>
KS 1 Y2			
CSM:51 1 Y2	Measurement	[ES] Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	<i>I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ($^{\circ}\text{C}$); or capacity (litres/ml).</i>
CSM:52 KS 1 Y2	Measurement	Compare and order lengths, mass, volume/capacity and record the results using symbols for greater than, less than and $=$.	<i>I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.</i>

CSM:53 KS 1 Y2	Measurement	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	<i>I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.</i>
CSM:54 KS 1 Y2	Measurement	[ES] Find different combinations of coins that equal the same amounts of money.	<i>I can find different combinations of coins that equal the same amounts of money.</i>
CSM:55 KS 1 Y2	Measurement	[KEY] Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	<i>I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?</i>
CSM:56 KS 1 Y2	Measurement	Compare and sequence intervals of time.	<i>I can put the time of events in order.</i>
CSM:57 KS 1 Y2	Measurement	[ES] 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.	<i>I can 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.</i>
CSM:58 KS 1 Y2	Measurement	Know the number of minutes in an hour and the number of hours in a day.	<i>I know there are 60 minutes in an hour and 24 hours in a day.</i>
KS 1 Y2			
CSM:59 KS 1 Y2	Shape	[ES] Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	<i>I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.</i>
CSM:60 KS 1 Y2	Shape	[ES] Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	<i>I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.</i>
CSM:61 KS 1 Y2	Shape	Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].	<i>I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.</i>
CSM:62 KS 1 Y2	Shape	[KEY] Compare and sort common 2-D and 3-D shapes and everyday objects.	<i>I can compare 2-D and 3-D shapes with everyday objects around me.</i>
KS 1 Y2			
CSM:63 KS 1 Y2	Position	Order and arrange combinations of mathematical objects in patterns and sequences.	<i>I can order combinations of mathematical objects in patterns and sequences.</i>
CSM:64 KS 1 Y2	Position	[KEY] Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	<i>I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</i>
KS 1 Y2			
CSM:65 KS 1 Y2	Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	<i>I can read and construct picture graphs, tally charts and tables.</i>

CSM:66 KS 1 Y2	Statistics	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	<i>I can sort objects into categories and tell you how many objects are in each category and show which category has the most.</i>
CSM:67 KS 1 Y2	Statistics	[KEY] Ask and answer questions about totalling and comparing categorical data.	<i>I work on sorting objects and can answer questions about the groups of objects I have sorted.</i>

MATHEMATICS Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target
KS 2 Y3			
CSM:68 KS 2 Y3	Number Place Value	[KEY] Count from 0 in multiples of 4, 8, 50 and 100.	<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>
CSM:69 KS 2 Y3	Number Place Value	[KEY] Find 10 or 100 more or less than a given number.	<i>I can find 10 or 100 more or less than a given number.</i>
CSM:70 KS 2 Y3	Number Place Value	[KEY] Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	<i>I know what each digit means in three-digit numbers such as 204.</i>
CSM:71 KS 2 Y3	Number Place Value	Compare and order numbers up to 1000.	<i>I can compare and order numbers up to 1000.</i>
CSM:72 KS 2 Y3	Number Place Value	Identify, represent and estimate numbers using different representations.	<i>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</i>
CSM:74 KS 2 Y3	Number Place Value	Read and write numbers up to 1000 in numerals and in words.	<i>I read and write numbers up to 1000 in numerals and in words.</i>
CSM:75 KS 2 Y3	Number Place Value	[KEY] Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	<i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i>
KS 2 Y3			
CSM:76 KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and ones.	<i>I can add and subtract numbers in my head, including questions such as 432 - 7.</i>
CSM:77 KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and tens.	<i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i>
CSM:78 KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and hundreds.	<i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i>
CSM:79 KS 2 Y3	Addition Subtraction	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	<i>I can use written methods to add or subtract two three-digit numbers.</i>
CSM:80 KS 2 Y3	Addition Subtraction	Estimate the answer to a calculation and use inverse operations to check answers.	<i>I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.</i>
CSM:81 KS 2 Y3	Addition Subtraction	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	<i>I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction.</i>
KS 2 Y3			
CSM:82 KS 2 Y3	Multiplication Division	[KEY] Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	<i>I know my 3, 4 and 8 times tables.</i>
CSM:83 KS 2 Y3	Multiplication Division	[KEY] Write and calculate mathematical statements for multiplication and division using the	<i>I can answer multiplication and division questions such as 16×5 or 45 divided by 9.</i>

		multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	
CSM:84 KS 2 Y3	Multiplication Division	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	<i>I can solve more complex problems and missing number questions involving multiplication and division.</i>
KS 2 Y3			
CSM:85 KS 2 Y3	Fractions	[KEY] Count up and down in tenths.	<i>I can count up and down in tenths.</i>
CSM:86 KS 2 Y3	Fractions	[KEY] Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.	<i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</i>
CSM:87 KS 2 Y3	Fractions	[KEY] Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	<i>I can find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects.</i>
CSM:88 KS 2 Y3	Fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	<i>I know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$.</i>
CSM:89 KS 2 Y3	Fractions	[KEY] Recognise and show, using diagrams, equivalent fractions with small denominators.	<i>I can show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{3}{9}$.</i>
CSM:90 KS 2 Y3	Fractions	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].	<i>I can add and subtract fractions with the same denominator [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].</i>
CSM:91 KS 2 Y3	Fractions	Compare and order unit fractions, and fractions with the same denominators.	<i>I can compare and order unit fractions, and fractions with the same denominators.</i>
CSM:92 KS 2 Y3	Fractions	Solve problems that involve my understanding of fractions.	<i>I solve problems that finding, ordering or comparing fractions.</i>
KS 2 Y3			
CSM:93 KS 2 Y3	Measurement	[KEY] Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume, capacity (l,ml).	<i>I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).</i>
CSM:94 KS 2 Y3	Measurement	Measure the perimeter of simple 2-D shapes.	<i>I can measure the perimeter of a 2-D shape such as a square or triangle.</i>
CSM:95 KS 2 Y3	Measurement	[KEY] Add and subtract amounts of money to give change, using both £ and p in practical contexts.	<i>I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.</i>
CSM:96 KS 2 Y3	Measurement	[KEY] Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	<i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.</i>
CSM:97 KS 2 Y3	Measurement	Estimate and read time with increasing accuracy to the nearest minute.	<i>I can tell the time accurately to the nearest minute.</i>

CSM:98 KS 2 Y3	Measurement	Record and compare time in terms of seconds, minutes and hours.	<i>I can measure and record time passing in seconds, minutes and hours.</i>
CSM:99 KS 2 Y3	Measurement	Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	<i>I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.</i>
CSM:100 KS 2 Y3	Measurement	Know the number of seconds in a minute and the number of days in each month, year and leap year.	<i>I know the number of seconds in a minute and the number of days in each month, year and leap year.</i>
CSM:101 KS 2 Y3	Measurement	Compare durations of events [for example to calculate the time taken by particular events or tasks].	<i>I can calculate how long an event or task took to complete.</i>
KS 2 Y3			
CSM:102 KS 2 Y3	Shape	Draw 2-D shapes and make 3-D shapes using modelling materials.	<i>I draw 2-D shapes and make 3-D shapes using modelling materials.</i>
CSM:103 KS 2 Y3	Shape	Recognise 3-D shapes in different orientations and describe them.	<i>I recognise and can describe 3-D shapes even when they have been turned about in different ways.</i>
CSM:104 KS 2 Y3	Shape	Recognise angles as a property of shape or a description of a turn.	<i>I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.</i>
CSM:105 CSM:106 KS 2 Y3	Shape	[KEY] Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn .	<i>I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i>
CSM:107 KS 2 Y3	Shape	[KEY] Identify whether angles are greater than or less than a right angle.	<i>I can tell whether an angle is greater than or less than a right angle.</i>
CSM:108 KS 2 Y3	Shape	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	<i>I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.</i>
KS 2 Y3			
CSM:109 KS 2 Y3	Statistics	[KEY] Interpret and present data using bar charts, pictograms and tables.	<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i>
CSM:110 KS 2 Y3	Statistics	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.	<i>I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.</i>

MATHEMATICS Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target
KS 2 Y4			
CSM:111 KS 2 Y4	Number Place Value	[KEY] Count in multiples of 6, 7, 9, 25 and 1000.	<i>I can count in multiples of 6, 7, 9, 25 and 1000.</i>
CSM:112 KS 2 Y4	Number Place Value	Find 1000 more or less than a given number.	<i>I can find 1000 more or less than a given number.</i>
CSM:113 KS 2 Y4	Number Place Value	[KEY] Count backwards through zero to include negative numbers.	<i>I can count backwards to negative numbers below zero.</i>
CSM:114 KS 2 Y4	Number Place Value	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	<i>I know what each digit means in four-digit numbers such as 2024.</i>
CSM:115 KS 2 Y4	Number Place Value	[KEY] Order and compare numbers beyond 1000.	<i>I can order and compare numbers above 1000.</i>
CSM:116 KS 2 Y4	Number Place Value	Identify, represent and estimate numbers using different representations.	<i>I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.</i>
CSM:117 KS 2 Y4	Number Place Value	[KEY] Round any number to the nearest 10, 100 or 1000.	<i>I can round a number to the nearest 10, 100 or 1000.</i>
CSM:118 KS 2 Y4	Number Place Value	Solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.	<i>I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.</i>
CSM:119 KS 2 Y4	Number Place Value	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.	<i>I can 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.</i>
KS 2 Y4			
CSM:120 KS 2 Y4	Addition Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	<i>I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).</i>
CSM:121 KS 2 Y4	Addition Subtraction	Estimate and use inverse operations to check answers to a calculation.	<i>I can estimate an answer and check my answer using inverse operations.</i>
CSM:122 KS 2 Y4	Addition Subtraction	[KEY] Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	<i>I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.</i>
KS 2 Y4			
CSM:123 KS 2 Y4	Multiplication Division	[KEY] Recall multiplication and division facts for multiplication tables up to 12×12 .	<i>I know all my times table up to the 12 times tables.</i>
CSM:124	Multiplication	Use place value, known and derived facts to multiply and divide	<i>I know what the outcome is when I multiply a number</i>

KS 2 Y4	Division	mentally, including: multiplying by 0 and 1.	by 1 or by zero.
CSM:125 KS 2 Y4	Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1.	<i>I know what the outcome is when I divide a number by 1.</i>
CSM:126 KS 2 Y4	Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers.	<i>I can multiply three numbers together, such as $3 \times 6 \times 9$.</i>
CSM:127 2 Y4	Multiplication Division	Recognise and use factor pairs and commutativity in mental calculations.	<i>I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.</i>
CSM:128 KS 2 Y4	Multiplication Division	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	<i>I can multiply a two-digit or a three-digit number by a one-digit number using written methods.</i>
CSM:129 KS 2 Y4	Multiplication Division	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.	<i>I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.</i>
KS 2 Y4			
CSM:130 KS 2 Y4	Fractions	[KEY] Recognise and show, using diagrams, families of common equivalent fractions.	<i>I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.</i>
CSM:131 KS 2 Y4	Fractions	[KEY] Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	<i>I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.</i>
CSM:132 KS 2 Y4	Fractions	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.	<i>I can work out the fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700.</i>
CSM:133 KS 2 Y4	Fractions	Add and subtract fractions with the same denominator.	<i>I can add and subtract fractions with the same denominator.</i>
CSM:134 KS 2 Y4	Fractions	Recognise and write decimal equivalents of any number of tenths or hundredths.	<i>I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$.</i>
CSM:135 KS 2 Y4	Fractions	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.	<i>I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</i>
CSM:136 KS 2 Y4	Fractions	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.	<i>I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.</i>
CSM:137 KS 2 Y4	Fractions	[KEY] Round decimals with one decimal place to the nearest whole number.	<i>I can round decimals with one decimal place to the nearest whole number.</i>

CSM:139 KS 2 Y4	Fractions	Compare numbers with the same number of decimal places up to two decimal places.	<i>I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.</i>
CSM:140 KS 2 Y4	Fractions	[KEY] Solve simple measure and money problems involving fractions and decimals to two decimal places.	<i>I can solve measure and money problems involving fractions and decimals to two decimal places.</i>
KS 2 Y4			
CSM:141 KS 2 Y4	Measurement	[KEY] Convert between different units of measure [for example, kilometre to metre; hour to minute].	<i>I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.</i>
CSM:142 KS 2 Y4	Measurement	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	<i>I can measure and calculate the perimeter of a rectangle (including a square).</i>
CSM:143 KS 2 Y4	Measurement	Find the area of rectilinear shapes by counting squares.	<i>I can find the area of a rectangular shape by counting the number of squares the shape takes up.</i>
CSM:144 KS 2 Y4	Measurement	Estimate, compare and calculate different measures, including money in pounds and pence.	<i>I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.</i>
CSM:145 KS 2 Y4	Measurement	Read, write and convert time between analogue and digital 12- and 24-hour clocks.	<i>I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.</i>
CSM:146 KS 2 Y4	Measurement	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	<i>I can convert hours to minutes, minutes to seconds, years to months and weeks to days.</i>
KS 2 Y4			
CSM:147 KS 2 Y4	Shape	[KEY] Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	<i>I can group 2-D shapes based on their properties (such as the number of sides) and sizes.</i>
CSM:148 KS 2 Y4	Shape	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	<i>I can find acute and obtuse angles and order a set of given angles by size.</i>
CSM:149 KS 2 Y4	Shape	[KEY] Identify lines of symmetry in 2-D shapes presented in different orientations.	<i>I can find all the lines of symmetry in 2-D shapes.</i>
CSM:150 KS 2 Y4	Shape	Complete a simple symmetric figure with respect to a specific line of symmetry.	<i>If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.</i>
KS 2 Y4			
CSM:151 KS 2 Y4	Position	Describe positions on a 2-D grid as coordinates in the first quadrant.	<i>I can find the coordinates of a point on a grid.</i>
CSM:152 KS 2 Y4	Position	Describe movements between positions as translations of a given unit to the left/right and up/down.	<i>I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.</i>
CSM:153 KS 2 Y4	Position	[KEY] Plot specified points and draw sides to complete a given polygon.	<i>I can plot points using coordinates and join up the points to create a shape.</i>
KS 2 Y4			

CSM:154 KS 2 Y4	Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	<i>I can take continuous and discrete data and create a bar chart or time graph.</i>
CSM:155 KS 2 Y4	Statistics	[KEY] Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	<i>I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.</i>

MATHEMATICS Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target
KS 2 Y5			
CSM:156 KS 2 Y5	Number Place Value	[KEY] Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	<i>I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.</i>
CSM:157 KS 2 Y5	Number Place Value	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	<i>I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.</i>
CSM:158 KS 2 Y5	Number Place Value	[KEY] Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	<i>I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.</i>
CSM:159 KS 2 Y5	Number Place Value	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	<i>I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</i>
CSM:160 KS 2 Y5	Number Place Value	Solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.	<i>I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.</i>
CSM:161 KS 2 Y5	Number Place Value	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	<i>I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</i>
KS 2 Y5			
CSM:162 KS 2 Y5	Addition Subtraction	[KEY] Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	<i>I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.</i>
CSM:163 KS 2 Y5	Addition Subtraction	[KEY] Add and subtract numbers mentally with increasingly large numbers.	<i>I can add and subtract larger numbers in my head.</i>
CSM:164 KS 2 Y5	Addition Subtraction	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	<i>I round numbers to check the accuracy of my solution.</i>
CSM:165 KS 2 Y5	Addition Subtraction	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	<i>I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.</i>
KS 2 Y5			
CSM:166 KS 2 Y5	Multiplication Division	[KEY] Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	<i>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</i>
CSM:167 KS 2 Y5	Multiplication Division	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	<i>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</i>

CSM:168 KS 2 Y5	Multiplication Division	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	<i>I know whether a number up to 100 is prime and recall prime numbers up to 19.</i>
CSM:169 KS 2 Y5	Multiplication Division	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.	<i>I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.</i>
CSM:170 KS 2 Y5	Multiplication Division	Multiply and divide numbers mentally drawing upon known facts.	<i>I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts.</i>
CSM:171 KS 2 Y5	Multiplication Division	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	<i>I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder.</i>
CSM:172 KS 2 Y5	Multiplication Division	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	<i>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</i>
CSM:173 KS 2 Y5	Multiplication Division	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).	<i>I know what square numbers and cube numbers are, including the notation for squared (2) and cubed (3).</i>
CSM:174 KS 2 Y5	Multiplication Division	[KEY] Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	<i>I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.</i>
CSM:175 KS 2 Y5	Multiplication Division	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	<i>I can solve more difficult problems involving addition, subtraction, multiplication and division and a combination of these.</i>
CSM:176 KS 2 Y5	Multiplication Division	[KEY] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	<i>I can solve problems including scaling by simple fractions and problems involving simple rates.</i>
KS 2 Y5			
CSM:177 KS 2 Y5	Fractions	[KEY] Compare and order fractions whose denominators are all multiples of the same number.	<i>I can compare and order fractions whose denominators are all multiples of the same number.</i>
CSM:178 KS 2 Y5	Fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	<i>I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).</i>
CSM:179 KS 2 Y5	Fractions	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$].	<i>I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$].</i>
CSM:180 KS 2 Y5	Fractions	Add and subtract fractions with the same denominator and denominators that are multiples of	<i>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.</i>

		the same number.	
CSM:181 KS 2 Y5	Fractions	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	<i>I use diagrams and some fraction tools to multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers.</i>
CSM:182 KS 2 Y5	Fractions	[KEY] Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].	<i>I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].</i>
CSM:183 KS 2 Y5	Fractions	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	<i>I know what thousandths are and how to use them with tenths, hundredths and decimals.</i>
CSM:184 KS 2 Y5	Fractions	Round decimals with two decimal places to the nearest whole number and to one decimal place.	<i>I can round decimals with two decimal places to the nearest whole number and to one decimal place.</i>
CSM:185 KS 2 Y5	Fractions	[KEY] Read, write, order and compare numbers with up to three decimal places.	<i>I can read, write, order and compare numbers with up to three decimal places.</i>
CSM:186 KS 2 Y5	Fractions	Solve problems involving number up to three decimal places.	<i>I can solve problems involving numbers with up to three decimal places.</i>
CSM:187 KS 2 Y5	Fractions	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.	<i>I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</i>
CSM:188 KS 2 Y5	Fractions	[KEY] Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.	<i>I work on problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.</i>
KS 2 Y5			
CSM:189 KS 2 Y5	Measurement	[KEY] Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).	<i>I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</i>
CSM:190 KS 2 Y5	Measurement	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	<i>I can change metric units to become imperial units such as inches, pounds and pints.</i>
CSM:191 KS 2 Y5	Measurement	[KEY] Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	<i>I can calculate the perimeter of multi-shape shapes in centimetres and metres.</i>
CSM:192 KS 2 Y5	Measurement	[KEY] Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes.	<i>I can calculate the area of rectangles in square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</i>
CSM:193	Measurement	Estimate volume [for example, using 1 cm ³ blocks to build cuboids]	<i>I can estimate volume [for example, using 1 cm³ blocks to build cuboids] and capacity [for example,</i>

KS 2 Y5		(including cubes)] and capacity [for example, using water].	using water].
CSM:194 KS 2 Y5	Measurement	Solve problems involving converting between units of time.	<i>I can convert between the units of time.</i>
CSM:195 KS 2 Y5	Measurement	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	<i>I can solve more difficult problems which involve units of measurement, decimal numbers and scales.</i>
KS 2 Y5			
CSM:196 KS 2 Y5	Shape	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	<i>I can identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.</i>
CSM:197 KS 2 Y5	Shape	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	<i>I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.</i>
CSM:198 KS 2 Y5	Shape	[KEY] Draw given angles, and measure them in degrees ($^{\circ}$).	<i>I can draw a given angle (such as 47°), and then measure them in degrees ($^{\circ}$).</i>
CSM:199 KS 2 Y5	Shape	Identify angles at a point and one whole turn (total 360°).	<i>I know one whole turn - or a set of angles all around a point - measure a total of 360°.</i>
CSM:200 KS 2 Y5	Shape	Identify angles at a point on a straight line and a turn (total 180°).	<i>I know that a straight line - or angles that add up to a straight line - measure 180°.</i>
CSM:201 KS 2 Y5	Shape	Identify other multiples of 90° .	<i>I can identify multiples of 90° (right angles).</i>
CSM:202 KS 2 Y5	Shape	Use the properties of rectangles to deduce related facts and find missing lengths and angles.	<i>I can find the missing lengths and angles of a rectangle.</i>
CSM:203 KS 2 Y5	Shape	[KEY] Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	<i>I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.</i>
KS 2 Y5			
CSM:204 KS 2 Y5	Position	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	<i>I can reflect or translate a shape on a grid.</i>
KS 2 Y5			
CSM:205 KS 2 Y5	Statistics	Solve comparison, sum and difference problems using information presented in a line graph.	<i>I can solve problems using a line graph to find the answers.</i>
CSM:206 KS 2 Y5	Statistics	[KEY] Complete, read and interpret information in tables, including timetables.	<i>I can find the information I need from a timetable or large table of data.</i>

MATHEMATICS Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target
KS 2 Y6			
CSM:207 KS 2 Y6	Number Place Value	[ES] Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	<i>I can work with numbers up to 10 000 000 and know what each digit represents.</i>
CSM:208 KS 2 Y6	Number Place Value	[KEY] Round any whole number to a required degree of accuracy.	<i>I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000.</i>
CSM:209 KS 2 Y6	Number Place Value	[KEY] Use negative numbers in context, and calculate intervals across zero.	<i>I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.</i>
CSM:210 KS 2 Y6	Number Place Value	[ES] Solve number and practical problems that involve large numbers, rounding and negative numbers.	<i>I can solve number and practical problems that involve large numbers, rounding and negative numbers.</i>
KS 2 Y6			
CSM:211 KS 2 Y6	Multiplication Division	[ES] [KEY] Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.	<i>I can multiply 4 digit numbers by a two-digit number (for example 4307×34) using the written method of long multiplication.</i>
CSM:212 KS 2 Y6	Multiplication Division	[ES] Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	<i>I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder.</i>
CSM:213 KS 2 Y6	Multiplication Division	[ES] [KEY] Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.	<i>I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.</i>
CSM:214 KS 2 Y6	Multiplication Division	[ES] Perform mental calculations, including with mixed operations and large numbers.	<i>I can multiply, divide, add and subtract large numbers in my head.</i>
CSM:215 KS 2 Y6	Multiplication Division	Identify common factors, common multiples and prime numbers.	<i>I identify common factors, common multiples and prime numbers.</i>
CSM:216 KS 2 Y6	Multiplication Division	[ES] Use their knowledge of the order of operations to carry out calculations involving the four operations.	<i>I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.</i>
CSM:217 KS 2 Y6	Multiplication Division	[ES] [KEY] Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	<i>I can solve addition and subtraction multi-step problems, deciding where to add or subtract.</i>
CSM:218 KS 2 Y6	Multiplication Division	[ES] Solve problems involving addition, subtraction, multiplication and division.	<i>I can solve problems involving addition, subtraction, multiplication and division.</i>
CSM:219 KS 2 Y6	Multiplication Division	[KEY] Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	<i>I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.</i>
KS 2 Y6			
CSM:220	Fractions	Use common factors to simplify	<i>I can use common factors to simplify fractions and use</i>

KS 2 Y6		fractions; use common multiples to express fractions in the same denomination.	<i>common multiples to express fractions in the same denomination.</i>
CSM:221 KS 2 Y6	Fractions	Compare and order fractions, including fractions greater than 1.	<i>I can compare and order fractions, including fractions greater than 1.</i>
CSM:222 KS 2 Y6	Fractions	[ES] Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	<i>I add and subtract fractions with different denominators and mixed numbers.</i>
CSM:223 KS 2 Y6	Fractions	[ES] Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].	<i>I can multiply fractions such as $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$.</i>
CSM:224 KS 2 Y6	Fractions	[ES] Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$].	<i>I know how to divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$].</i>
CSM:225 KS 2 Y6	Fractions	[ES] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].	<i>I can change a fraction into a decimal - for example, I can change $\frac{3}{8}$ to 0.375 by dividing 1 by 8 and multiplying by 3.</i>
CSM:226 KS 2 Y6	Fractions	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.	<i>I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places.</i>
CSM:227 KS 2 Y6	Fractions	[ES] Multiply one-digit numbers with up to two decimal places by whole numbers.	<i>I can multiply numbers such as 1.45 by a one digit number - for example 1.45×7.</i>
CSM:228 KS 2 Y6	Fractions	[ES] [KEY] Use written division methods in cases where the answer has up to two decimal places.	<i>I use written division methods in cases where the answer has up to two decimal places.</i>
CSM:229 KS 2 Y6	Fractions	[ES] [KEY] Solve problems which require answers to be rounded to specified degrees of accuracy.	<i>I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.</i>
CSM:230 KS 2 Y6	Fractions	[ES] [KEY] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	<i>I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and $\frac{1}{2}$.</i>
KS 2 Y6			
CSM:231 KS 2 Y6	Ratio	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	<i>I can solve problems about relative sizes (ratio).</i>
CSM:232 KS 2 Y6	Ratio	[ES] [KEY] Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.	<i>I can find the percentage of an amount - such as finding 15 per cent of 360.</i>
CSM:233 KS 2 Y6	Ratio	Solve problems involving similar shapes where the scale factor is known or can be found.	<i>I can solve similar shape problems.</i>
CSM:234 KS 2 Y6	Ratio	[KEY] Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	<i>I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?'.</i>

KS 2 Y6			
CSM:235 KS 2 Y6	Algebra	[ES] [KEY] Use simple formulae.	<i>I know how to use simple formulae such as $n - 10 = 2$.</i>
CSM:236 KS 2 Y6	Algebra	Generate and describe linear number sequences.	<i>I can create a sequence of numbers that follow a rule.</i>
CSM:237 KS 2 Y6	Algebra	Express missing number problems algebraically.	<i>I can use a letter (such as n or x) to show a missing number - such as $10 - x = 5$.</i>
CSM:238 KS 2 Y6	Algebra	[ES] Find pairs of numbers that satisfy an equation with two unknowns.	<i>I can find pairs of numbers that satisfy an equation with two unknowns.</i>
CSM:239 KS 2 Y6	Algebra	Enumerate possibilities of combinations of two variables.	<i>I can list possible answers to missing numbers such as listing the possible answers of a and b in $a + 6 = b - 10$.</i>
KS 2 Y6			
CSM:240 KS 2 Y6	Measurement	[ES] Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	<i>I solve problems about different units of measures with three decimal places.</i>
CSM:241 KS 2 Y6	Measurement	[ES] [KEY] Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	<i>I can convert measurements of length, weight, volume and time up to three decimal places in length (for example $0.345\text{kg} = 345\text{g}$).</i>
CSM:242 KS 2 Y6	Measurement	Convert between miles and kilometres.	<i>I can convert between miles and kilometres.</i>
CSM:243 KS 2 Y6	Measurement	Recognise that shapes with the same areas can have different perimeters and vice versa.	<i>I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas.</i>
CSM:244 KS 2 Y6	Measurement	Recognise when it is possible to use formulae for area and volume of shapes.	<i>I can use a formulae for area and volume of shapes.</i>
CSM:245 KS 2 Y6	Measurement	Calculate the area of parallelograms and triangles.	<i>I can calculate the area of parallelograms and triangles.</i>
CSM:246 KS 2 Y6	Measurement	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].	<i>I can work with the volume of cubes and cuboids using cubic centimetres (cm³) and cubic metres (m³), and other units too such as mm³ and km³.</i>
KS 2 Y6			
CSM:247 KS 2 Y6	Shape	Draw 2-D shapes using given dimensions and angles.	<i>I accurately draw 2-D shapes using given dimensions and angles.</i>
CSM:248 KS 2 Y6	Shape	Recognise, describe and build simple 3-D shapes, including making nets.	<i>I can recognise, describe and build 3-D shapes, including making nets.</i>
CSM:249 KS 2 Y6	Shape	[ES] [KEY] Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.	<i>I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</i>

CSM:250 KS 2 Y6	Shape	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.	<i>I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</i>
CSM:251 KS 2 Y6	Shape	[ES] Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	<i>I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</i>
KS 2 Y6			
CSM:252 KS 2 Y6	Position	Describe positions on the full coordinate grid (all four quadrants).	<i>I can use the four quadrants in a coordinate grid.</i>
CSM:253 KS 2 Y6	Position	[KEY] Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	<i>I can draw and translate shapes using coordinates or reflect a shape on the grid.</i>
KS 2 Y6			
CSM:254 KS 2 Y6	Statistics	[KEY] Interpret and construct pie charts and line graphs and use these to solve problems.	<i>I can use and construct pie charts and line graphs and use these to solve problems.</i>
CSM:255 KS 2 Y6	Statistics	[KEY] Calculate and interpret the mean as an average.	<i>I can calculate the mean as an average.</i>

Year 1 WRITING TARGET		NAME:
TRANSCRIPTION: SPELLING		
SP1:1	I can spell my word list accurately.	
SP1:2	I can spell some unusual words correctly.	
SP1:3	I can spell the days of the week.	
SP1:4	I know the names of all the letters of the alphabet in order.	
SP1:5	I know some sounds can be spelled in different ways using different letters.	
SP1:6	I use word endings such as -s and -es to change a word to mean more than one.	
SP1:7	I know how to add un- at the beginning of a word to create a new word.	
SP1:8	I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.	
SP1:9	I can spell the words correctly in my Year 1 spelling list.	
SP1:10	I can write out a sentence told to me by my teacher.	
TRANSCRIPTION: HANDWRITING		
H1	When writing, I sit and hold a pencil correctly.	
H2	I can write some of my letters correctly, starting and finishing in the right place.	
H3	I can write some capital letters.	
H4	I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.	
H5	I can tell you how some letters are similar and can be put into groups.	
WRITING: COMPOSITION		
C1	Before I write a sentence, I can say out loud what I am going to write.	
C2	I can think of and say a sentence before I write it.	
T1	I can write a text by thinking of a list of sentences in the order I need.	
C3	I check my sentences make sense by re-reading them.	
C4	I can discuss what I have written with the teacher or my friends.	
C5	I can read aloud my own writing so my friends and the teacher can hear me.	
WRITING: VOCABULARY, GRAMMAR & PUNCTUATION		
H6	When I write, I leave spaces between my words.	
S1	I can add together two sentences using 'and'.	
P2	I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.	
P1	I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.	
G1	I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.	

G2	<i>I can add endings such as -ing and -ed to words to make new words.</i>
G3	<i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i>
S2	<i>I know that words can be put together to build sentences.</i>

Year 2 WRITING TARGET

NAME:

TRANSCRIPTION: SPELLING

SP2:1	<i>I can spell words correctly by saying them out loud.</i>
SP2:2	<i>I am learning new ways for spelling words which sound the same but have different meanings.</i>
SP2:3	<i>I know how to spell words that do not follow a spelling pattern.</i>
SP2:4	<i>I can spell more words by using 'rules' I already know.</i>
SP2:5	<i>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</i>
SP2:6	<i>I can show I know the difference between homophones and near-homophones in my spelling.</i>
SP2:7	<i>I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</i>
SP2:8	<i>I can spell the words correctly in my Year 2 spelling list.</i>
SP2:9	<i>I can write out a sentence told to me by my teacher and use the correct punctuation.</i>

TRANSCRIPTION: HANDWRITING

H7	<i>When I write, my letters are the same size.</i>
H8	<i>I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</i>
H9	<i>I can write letters and numbers that are the right way round and the right size.</i>
H6	<i>I know where to leave spaces between words.</i>

WRITING: COMPOSITION

C6	<i>I am beginning to write stories about things that have happened to me or other people</i>
C7	<i>I am able to write longer stories about real things that have happened.</i>
C8	<i>I can write my own poems.</i>
C8	<i>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</i>
C9	<i>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</i>
C10	<i>I think about what I am going to write by writing down my ideas and important words which will help me.</i>
C10	<i>I can write down brief descriptions about what I want to include in my writing, before I begin.</i>
C11	<i>I can make changes in my writing by listening to what others have to say about it.</i>
C12	<i>Once finished, I will re-read my work to make sure it makes sense.</i>
C12	<i>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</i>
C13	<i>I can read aloud my work in a way which helps people understand it.</i>

WRITING: VOCABULARY, GRAMMAR & PUNCTUATION

P3	<i>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</i>
P5	<i>I can use commas correctly when making a list of things.</i>
P4	<i>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</i>
S5	<i>I am learning to write sentences which convey different meaning for different purposes.</i>

W2/S4	<i>I am able to write more interesting sentences by adding further detail.</i>
T2/3	<i>I try to write in the present or past tense when writing.</i>
S3	<i>I can use words such as when, if, that, because, or, and or but when I write sentences.</i>
G5	<i>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</i>
G6	<i>I can add -ful and -less to words to make adjectives.</i>
G7	<i>I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</i>
G8	<i>When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</i>

Year 3 WRITING TARGET

NAME:

TRANSCRIPTION: SPELLING

SP3:1	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
SP3:2	<i>I can spell an increasing number of homophones.</i>
SP3:3	<i>I am able to spell words that are often misspelt.</i>
SP3:4	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
SP3:5	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
SP3:6	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>

TRANSCRIPTION: HANDWRITING

H10	<i>In handwriting, I know which letters are appropriate to join.</i>
H11	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>

WRITING: COMPOSITION

C14	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
C15	<i>I am able to use ideas to plan my writing.</i>
C16	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>
C17	<i>I can draft my work into paragraphs.</i>
C18	<i>I can organise my writing using different settings, characters and plot.</i>
C19/ C20	<i>I can organise my writing by using headings and sub-headings.</i>
C21	<i>I can edit my own work and that of others and add improvements to the texts.</i>
C24	<i>I can edit written work to improve the use of grammar.</i>
C22	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
C23	<i>I can read my writing out to an audience in an interesting and clear manner.</i>

WRITING: VOCABULARY, GRAMMAR & PUNCTUATION

S7	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>
T4	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>
G9	<i>I can use the grammar rules set out in my grammar list.</i>
S6	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>
G10	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>
G11	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>
G12	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>
C17	<i>I group ideas I write about into paragraphs.</i>
C19/20	<i>I use headings and sub-headings to structure and present my work.</i>
P6	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>

Year 4 WRITING TARGET

NAME:

TRANSCRIPTION: SPELLING

SP4:1	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
SP4:2	<i>I can spell an increasing number of homophones.</i>
SP4:3	<i>I am able to spell words that are often misspelt.</i>
SP4:4	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
SP4:5	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
SP4:6	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>

TRANSCRIPTION: HANDWRITING

H10	<i>In handwriting, I know which letters are appropriate to join.</i>
H11	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>

WRITING: COMPOSITION

C25	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
C26	<i>I am able to use ideas to plan my writing.</i>
C27	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>
C28	<i>I can draft my work into paragraphs.</i>
C29	<i>I can organise my writing using different settings, characters and plot.</i>
C30	<i>I can organise my writing by using headings and sub-headings.</i>
C31	<i>I can edit my own work and that of others and add improvements to the texts.</i>
C34	<i>I can edit written work to improve the use of grammar.</i>
C32	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
C33	<i>I can read my writing out to an audience in an interesting and clear manner.</i>

WRITING: VOCABULARY, GRAMMAR & PUNCTUATION

P7	<i>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</i>
T5	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>
S9	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>
W3	<i>I know I should not write in the same way that I talk.</i>
P8	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>
P10	<i>I can punctuate speech in a text.</i>
P9	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>
S8	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>

Year 5 WRITING TARGET

NAME:

TRANSCRIPTION: SPELLING

SP5:1	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
SP5:2	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
SP5:3	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
SP5:4	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
SP5:5	<i>I use a dictionary to check how words are spelled and what words mean.</i>
SP5:6	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
SP5:7	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>

TRANSCRIPTION: HANDWRITING

H12	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
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WRITING: COMPOSITION

C35	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
C36	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
C37	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
C38	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
C39	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
C40	<i>I can precis a longer passage to create a short text with the same meaning.</i>
C41	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
C42	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
C43	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
C44	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
C47	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
C48	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
C45	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
C46	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>

WRITING: VOCABULARY, GRAMMAR & PUNCTUATION

S11	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>
P11	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>
P13	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>

S10	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>
G13	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>
G14	<i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
T7	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>
T6	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>
P12	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>

Year 6 WRITING TARGET

TRANSCRIPTION: SPELLING

SP6:1	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
SP6:2	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
SP6:3	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
SP6:4	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
SP6:5	<i>I use a dictionary to check how words are spelled and what words mean.</i>
SP6:6	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
SP6:7	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>

TRANSCRIPTION: HANDWRITING

H12	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
H13	<i>I choose the writing tool that is best suited for a task.</i>

WRITING: COMPOSITION

C49	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
C50	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
C51	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
C52	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
C53	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
C54	<i>I can precis a longer passage to create a short text with the same meaning.</i>
C55	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
C56/61	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
C58	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
C57	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
C62	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
C63	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
C59	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
C60	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>

WRITING: VOCABULARY, GRAMMAR & PUNCTUATION

P14	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
S14	<i>I can write out formal speech or texts using appropriate vocabulary.</i>
S15	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
W4	<i>I know some words have similar meanings (synonyms) and others have opposite meanings</i>

	(antonyms).
T8/9	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
T8/9	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>
P15	<i>I mark out separate clauses in a sentence by using a semi-colon or colon.</i>
P16	<i>I use a colon to indicate the beginning of a list.</i>
P17	<i>I use bullet points accurately when constructing a list.</i>
P18	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>