

## End of Year Expectations for Year R – 2016

If a child has achieved the Early Learning Goal this means they have shown confidence and competence with respect to the statements below. Each Area of Learning has its own Early Learning Goal.

Area of learning		Aspect
<b>Communication and language</b>	<b>ELG1</b>	<b>Listening and attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	<b>ELG2</b>	<b>Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	<b>ELG3</b>	<b>Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>Physical development</b>	<b>ELG4</b>	<b>Moving and handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	<b>ELG5</b>	<b>Health and self-care</b> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<b>Personal, social and emotional development</b>	<b>ELG6</b>	<b>Self-confidence and self-awareness</b> Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.
	<b>ELG7</b>	<b>Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	<b>ELG8</b>	<b>Making relationships</b> Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Area of learning		Aspect
<b>Literacy</b>	<b>ELG9</b>	<b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
	<b>ELG10</b>	<b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Mathematics</b>	<b>ELG11</b>	<b>Numbers</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	<b>ELG12</b>	<b>Shape, space and measures</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Understanding the world</b>	<b>ELG13</b>	<b>People and communities</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	<b>ELG14</b>	<b>The world</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	<b>ELG15</b>	<b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>Art and design</b>	<b>ELG16</b>	<b>Exploring and using media and materials</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<b>ELG17</b>	<b>Being imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

A child is assessed to have a GOOD LEVEL of DEVELOPMENT

if they have achieved the Early Learning Goals in the Areas of Learning with a star.

# End of Year Expectations for Year 1 – 2016

If a child is working at the “expected standard” they have shown confidence and competence in ALL of the following statements.

If a child is working at “greater depth within the expected standard” they have mastered ALL of these statements.

## Reading: Word Reading

Band 1
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
read many common exception words from English appendix 1
read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words

## Reading: Comprehension

Band 1
develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading
understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far

## Writing: Transcription - Spelling

Band 1
spell words containing each of the 40+ phonemes already taught
name the letters of the alphabet in order
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## Writing: Transcription - Handwriting

Band 1
form lower-case letters in the correct direction, starting and finishing in the right place

## Writing: Composition

Band 1
write sentences, sequencing them to form short narratives
write sentences by re-reading what he/she has written to check that it makes sense

## Writing: Vocabulary, Grammar and Punctuation

Band 1
use capital letters and full stops to demarcate sentences in some of his/her writing

## Mathematics: Number - Number and Place Value

Band 1
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count and read numbers to 100 in numerals
count and write numbers to 100 in numerals
count in multiples of twos, fives and tens from 0
identify one more and one less of a given number

## Mathematics: Number - Addition and Subtraction

Band 1
represent and use number bonds within 20
represent and use subtraction facts within 20

## Mathematics: Number - Multiplication and Division

Band 1
No Single Band Statements

## Mathematics: Number - Fractions

Band 1
recognise, find and name a half as one of two equal parts of an object, shape or quantity

## Mathematics: Measurement

Band 1
compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half
compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than
compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter
compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

## Mathematics: Geometry - Properties of Shape

Band 1
recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles
recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres

# End of Year Expectations for Year 2 – 2016

If a child is working at the “expected standard” they have shown confidence and competence in ALL of the following statements.

## Reading: Word Reading

Band 2
read accurately words of two or more syllables that contain graphemes taught so far
read words containing common suffixes
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

## Reading: Comprehension

Band 2
understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done

## Writing: Transcription - Spelling

Band 2
spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
spell many common exception words
spell some words with contracted forms
add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly

## Writing: Transcription - Handwriting

Band 2
use the diagonal and horizontal strokes needed to join letters in some of his/her writing
write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
use spacing between words that reflects the size of the letters

## Writing: Composition

Band 2
No Single Band Statements

## Writing: Vocabulary, Grammar and Punctuation

Band 2
use subordination (using when, if, that, because) and co-ordination (using or, and, but)
use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
use present and past tense mostly correctly and consistently
use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks

## Mathematics: Number - Number and Place Value

Band 2
partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones

## Mathematics: Number - Addition and Subtraction

Band 2
add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that $48 + 35$ will be less than 100

## Mathematics: Number - Multiplication and Division

Band 2
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

## Mathematics: Number - Fractions

Band 2
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 and demonstrate understanding that all parts must be equal parts of the whole

## Mathematics: Measurement

Band 2
find different combinations of coins that equal the same amounts of money
read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug
read the time on a clock to the nearest 15 minutes

## Mathematics: Geometry - Properties of Shape

Band 2
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid

# End of Year Expectations for Year 2 – 2016

If a child is working at the “greater depth ” they have shown confidence and competence in ALL of the following statements.

## Reading: Word Reading

### Band 2

No Single Band Statements

## Reading: Comprehension

### Band 2

make inferences on the basis of what is said and done in a book he/she is reading independently

understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links

understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far

## Writing: Transcription - Spelling

### Band 2

spell most common exception words

spell most words with contracted forms

add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly

## Writing: Transcription - Handwriting

### Band 2

use the diagonal and horizontal strokes needed to join letters in most of his/her writing

## Writing: Composition

### Band 2

No Single Band Statements

## Writing: Vocabulary, Grammar and Punctuation

### Band 2

use commas to separate items in a list

use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name

## Mathematics: Number - Number and Place Value

### Band 2

use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd

## Mathematics: Number - Addition and Subtraction

### Band 2

solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required

solve missing number problems using addition and subtraction

## Mathematics: Number - Multiplication and Division

### Band 2

solve problems involving multiplication and division, using concrete materials and mental methods

solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left

use multiplication facts to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5

solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet

recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$

## Mathematics: Number - Fractions

### Band 2

write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## Mathematics: Measurement

### Band 2

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

read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels

## Mathematics: Geometry - Properties of Shape

### Band 2

compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them

# End of Year Expectations for Year 3 – 2016

If a child is working at the “at the expected standard” they have shown confidence and competence in ALL of the following statements.

If a child is working at “greater depth within the expected standard” they have mastered ALL of these statements.

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**Mathematics:  
Geometry - Position and Direction**

Band 3
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No Single Band Statements

**Mathematics:  
Statistics**

Band 3
interpret and present data using bar charts, pictograms and tables

**Mathematics:  
Ratio and Proportion**

Band 3
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No Single Band Statements

**Mathematics:  
Algebra**

Band 3
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No Single Band Statements



# End of Year Expectations for Year 4 – 2016

If a child is working at the “at the expected standard” they have shown confidence and competence in ALL of the following statements.

If a child is working at “greater depth within the expected standard” they have mastered ALL of these statements.

**Reading:  
Word Reading**

Band 4
apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1
read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

**Reading:  
Comprehension**

Band 4
maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
understand what he/she reads independently by predicting what might happen from details stated and implied
understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
retrieve and record information from non-fiction over a wide range of subjects

**Writing:  
Transcription - Spelling**

Band 4
No Single Band Statements

**Writing:  
Transcription - Handwriting**

Band 4
No Single Band Statements

**Writing:  
Composition**

Band 4
draft and write by organising paragraphs around a theme
draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials

**Writing:  
Vocabulary, Grammar and Punctuation**

Band 4
use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
use fronted adverbials e.g. Later that day, I heard the bad news.
make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas

**Mathematics:  
Number - Number and Place Value**

Band 4
count in multiples of 6, 7, 9, 25 and 1000
count backwards through zero to include negative numbers
order and compare numbers beyond 1000
round any number to the nearest 10, 100 or 1000

**Mathematics:  
Number - Addition and Subtraction**

Band 4
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

**Mathematics:  
Number - Multiplication and Division**

Band 4
recall multiplication and division facts for multiplication tables up to $12 \times 12$

**Mathematics:  
Number - Fractions**

Band 4
recognise and show, using diagrams, families of common equivalent fractions
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
round decimals with one decimal place to the nearest whole number
solve simple measure and money problems involving fractions and decimals to two decimal places

**Mathematics:  
Measurement**

Band 4
convert between different units of measure e.g. kilometre to metre; hour to minute

**Mathematics:  
Geometry - Properties of Shape**

Band 4
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify lines of symmetry in 2-D shapes presented in different orientations

**Mathematics:  
Geometry - Position and Direction**

Band 4
plot specified points and draw sides to complete a given polygon

**Mathematics:  
Statistics**

Band 4
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs