



Primary Curriculum Framework for Pupils Working at ARE

The primary curriculum framework is for pupils working at age related expectations. (ARE). This framework allows schools to use Connecting Steps for all pupils. This framework is for pupils working within their year group. They can use the Primary Steps framework for pupils with SEND or pupils working below ARE

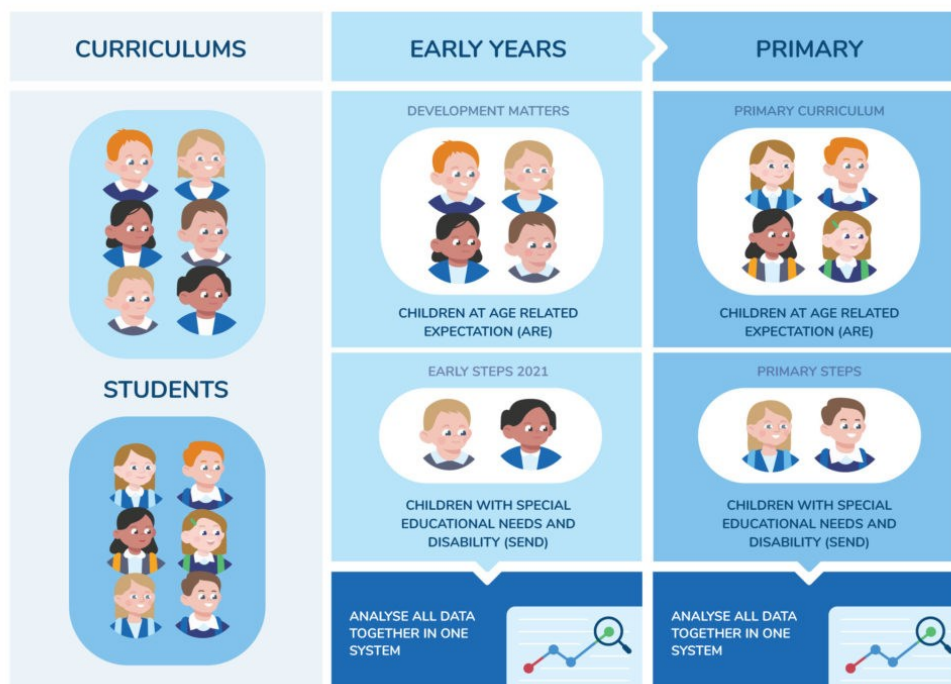


BSquared 

Connecting Steps V5

Connecting Steps is B Squared's assessment system that uses a wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

ASSESSMENT FRAMEWORKS FOR PRIMARY SCHOOLS



“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings



One Assessment System

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

“B Squared has been an asset in our school development over the last 2 years“

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

Lots of school use 2 assessment systems, it increases teacher workload, it is more expensive and more complex. We are currently used in schools to assess pupils with SEND, but we want to develop our software to work with ALL pupils in primary schools.

Using 2 assessment systems causes a number of issues:

- Increased teacher workload using 2 systems
- Managing 2 different systems
- Merging data from 2 systems to create whole school data
- The cost of running 2 systems

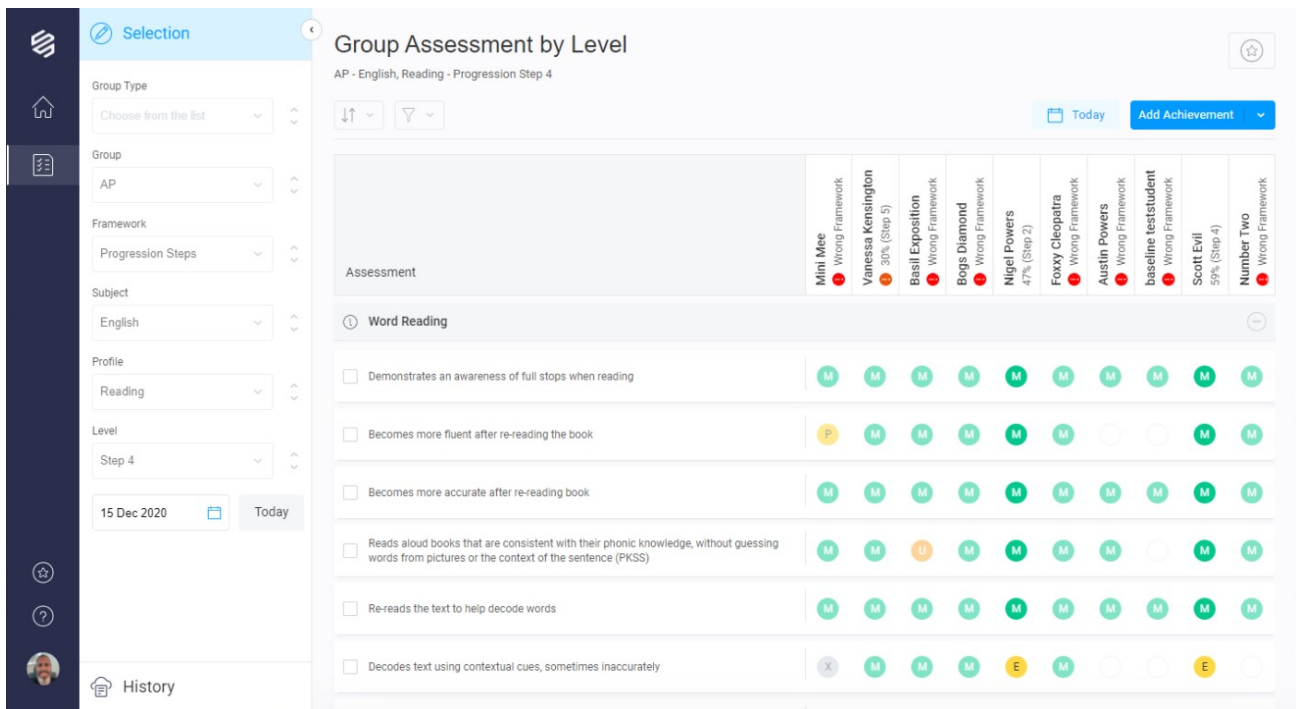
Over the last year, we have been working to try and solve all of those problems:

- We have created the new Connecting Steps V5 to work with large groups of pupils, making it faster and easier to use.
- We are working with Groupcall to allow us to synchronise student information with your MIS to simplify administration.
- We are building a new analysis platform that will allow us to do school-level data or MAT/group level data.
- Our new analysis platform will merge data from different frameworks to create a whole-school and whole MAT/group picture for ALL pupils.
- We have developed 2 frameworks based on the new Early Years guidance, one for pupils with SEND and one for pupils working at age-related expectations.
- We have developed 2 frameworks for the primary curriculum, one for pupils with SEND and one for pupils working at age-related expectations.

This will give schools one system for all pupils (Early Years and Primary Curriculum), it will make whole school data easier and it will save schools money.

Assessment Content

The following pages show our assessment content for the primary curriculum.



Group Assessment by Level
AP - English, Reading - Progression Step 4

Today Add Achievement

Assessment	Mini Mee	Vanessa Kensington	Basil Exposition	Bogs Diamond	Nigel Powers	Foxy Cleopatra	Austin Powers	baseline teststudent	Scott Evil	Number Two
<input type="checkbox"/> Demonstrates an awareness of full stops when reading	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Becomes more fluent after re-reading the book	P	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Becomes more accurate after re-reading book	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Reads aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence (PKSS)	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Re-reads the text to help decode words	M	M	M	M	M	M	M	M	M	M
<input type="checkbox"/> Decodes text using contextual cues, sometimes inaccurately	X	M	M	M	E	M	M	E	M	M

Name:

Started:..... Completed:.....

Word Reading

- | | | |
|--|--|---|
| <input type="checkbox"/> Applies phonic knowledge and skills as the route to decode words | <input type="checkbox"/> Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <input type="checkbox"/> Reads words with contractions, and understands that the apostrophe represents the omitted letter(s) |
| <input type="checkbox"/> Responds speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | <input type="checkbox"/> Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings | <input type="checkbox"/> Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words |
| <input type="checkbox"/> Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught | <input type="checkbox"/> Reads other words of more than one syllable that contain taught GPCs | <input type="checkbox"/> Re-reads these books to build up their fluency and confidence in word reading |

Comprehension

- | | | |
|--|--|---|
| <input type="checkbox"/> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and begins to link what they read or hear read to their own experiences | <input type="checkbox"/> Discusses word meanings, linking new meanings to those already known | <input type="checkbox"/> Makes inferences on the basis of what is being said and done |
| <input type="checkbox"/> Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | <input type="checkbox"/> Draws on what they already know or on background information and vocabulary provided by the teacher to help understanding | <input type="checkbox"/> Predicts what might happen on the basis of what has been read so far |
| <input type="checkbox"/> Appreciates rhymes and poems, reciting some by heart and by recognising and joining in with predictable phrases | <input type="checkbox"/> Checks that the text makes sense as they read, correcting inaccurate reading | <input type="checkbox"/> Participates in discussion about what is read to them, explaining clearly their understanding and taking turns, listening to what others say |
| <input type="checkbox"/> | <input type="checkbox"/> Discusses the significance of the title and events | |

Name:

Started:..... Completed:.....

Word Reading

- | | | |
|---|--|--|
| <input type="checkbox"/> Continues to apply phonic knowledge and skills as the route to decode words (until automatic decoding has become embedded and reading is fluent) | <input type="checkbox"/> Reads words containing common suffixes
<input type="checkbox"/> Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
<input type="checkbox"/> Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered | <input type="checkbox"/> Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
<input type="checkbox"/> Re-reads books to build up fluency and confidence in word reading |
| <input type="checkbox"/> Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | | |
| <input type="checkbox"/> Reads accurately words of two or more syllables that contain the same graphemes taught so far | | |

Comprehension

- | | | |
|--|--|---|
| <input type="checkbox"/> Listens to, discusses and expresses their own views about a wide range of contemporary and classic poetry, stories and non-fiction (which are structured in different ways) at a level beyond that at which they can read independently | <input type="checkbox"/> Discusses and clarifies the meanings of words, linking new meanings to known vocabulary
<input type="checkbox"/> Builds up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<input type="checkbox"/> Draws on what they already know or on background information and vocabulary provided by the teacher, asking and answering questions to help and show understanding
<input type="checkbox"/> Checks that the text makes sense as they read and corrects inaccurate reading | <input type="checkbox"/> Makes inferences on the basis of what is being said and done
<input type="checkbox"/> Predicts what might happen on the basis of what has been read so far
<input type="checkbox"/> Participates in discussions about books, poems and other works that are read to them and those that they can read for themselves, explaining and discussing their understanding, taking turns and listening to what others say |
| <input type="checkbox"/> Discusses the sequence of events in books and how items of information are related | | |
| <input type="checkbox"/> Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | | |
| <input type="checkbox"/> Recognises simple recurring literary language in stories and poetry and can pinpoint and discuss their favourite words and phrases | | |

Name:

Started:..... Completed:.....

Word Reading
 Continues to use their phonic knowledge to decode unfamiliar words; uses their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, to help them read aloud and to understand the meaning of new words they meet

 Reads further common exception words by sight (including revision of work from Years 1 and 2) noting unusual correspondences between spelling and sound

Comprehension
 Discusses a growing range of fiction, poetry, plays, non-fiction and reference books or textbooks, making their own choices about what to read and explaining these choices

 Reads and engages with books that are structured in different ways

 Shows curiosity about words they do not know, e.g. asking about them or using a dictionary more independently

 Engages with a growing range of books, including fairy stories, myths and legends, and retelling the main storyline and several supporting details of some of them orally

 Explains simply what a text is about and identifying something about how it is written or presented, e.g. a diary in the first person

 Prepares poems and play scripts to read aloud, adapting elements of intonation, tone, volume and action to communicate understanding with some independence

 Discusses words that capture the reader's interest and imagination

 Identifies some different forms of poetry and explains simple differences or features

 Checks the text makes sense by using the punctuation, re-reading or talking to others about what they have read

 Asks simple questions to improve their understanding of the text

 Draws inferences such as inferring character's feelings, thoughts and motives from their actions, and identifies where the text shows this

 Predicts what might possibly happen from details stated, and begins to predict through implied details

 Identifies and discusses the main ideas drawn from a paragraph

 Identifies how language, structure and presentation contribute to meaning, including the impact of specific words and the use of punctuation, such as inverted commas to indicate speech, sub-headings to stand out, etc.

 Answers simple retrieval questions and records information from non-fiction using contents, index, chapters and headings

 Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say, asking questions to further their understanding

Name:

Started:..... Completed:.....

Word Reading

- | | |
|---|--|
| <input type="checkbox"/> Uses phonic skills consistently and automatically to read unfamiliar or more complex words; applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1), to read aloud and to understand the meaning of new words they meet | <input type="checkbox"/> Reads further exception words by sight, noting unusual correspondences between spelling and sound |
|---|--|

Comprehension

- | | | |
|---|--|---|
| <input type="checkbox"/> Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying preferred authors and text types, and making simple references to texts

<input type="checkbox"/> Reads and engages with books that are structured in different ways for a wide range of purposes

<input type="checkbox"/> Uses a dictionary independently to find the meaning of words and explaining them in context

<input type="checkbox"/> Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling the main storylines and many supporting details of some of them orally

<input type="checkbox"/> Identifies the theme of a text and identifying features of how it is written or presented

<input type="checkbox"/> Prepares poems and play scripts to read aloud, adapting their intonation, tone, volume and action to communicate understanding | <input type="checkbox"/> Discusses words and phrases that capture the reader's interest and imagination and begins to identify their impact

<input type="checkbox"/> Recognises several different forms of poetry and explains simple differences or features

<input type="checkbox"/> Routinely uses the punctuation to help, re-reading and self-checking, and speaks to adults and peers about what they have read and understood

<input type="checkbox"/> Asks relevant questions to improve their understanding of the text after firstly trying to work out the answer for themselves

<input type="checkbox"/> Draws inferences such as character's feelings, thoughts and motives from their actions, and justifying with evidence they can pinpoint in the text

<input type="checkbox"/> Predicts what might happen from details stated and implied | <input type="checkbox"/> Identifies the main ideas drawn from more than one paragraph and can summarise these

<input type="checkbox"/> Identifies how language, structure and presentation contribute to meaning, including how language and punctuation choices help clarity, and structure can help guide the reader

<input type="checkbox"/> Retrieves and records information from non-fiction, beginning to scan texts and using organisational features for help, e.g. glossary

<input type="checkbox"/> Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say, asking questions to further their understanding, and building on others' answers and comments showing a deeper understanding of the text |
|---|--|---|

Name:

Started:..... Completed:.....

Word Reading

- Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as taken from English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

- | | | |
|---|--|--|
| <p><input type="checkbox"/> Continues to read and discuss a growing range of styles of fiction, poetry, plays, non-fiction and reference books or textbooks given to them to read for a range of purposes, as part of subject learning and chosen by them out of interest, curiosity or enjoyment of a theme or author</p> <p><input type="checkbox"/> Gives a more detailed book review which includes reasons for their preferences</p> <p><input type="checkbox"/> Identifies and discusses themes and conventions in and across a wide range of writing</p> <p><input type="checkbox"/> Learns and performs a growing range of poetry from memory, making their own choices about how they convey ideas using intonation, tone and volume to help make the meaning clear to an audience</p> | <p><input type="checkbox"/> Identifies whether a text makes sense to them, choosing strategies to help explore the meaning of words using discussions and questions to extend their understanding and knowledge</p> <p><input type="checkbox"/> Explains characters' feelings, thoughts or reasons for their actions using evidence from the text, and can make predictions using clues from the text, such as character actions and speech, and identifies some implied details</p> <p><input type="checkbox"/> Summarises the main ideas drawn from more than one paragraph, finding key details which support the main ideas identified by another, and explaining how the author's choice of language, structure and presentation help inform or persuade the reader</p> <p><input type="checkbox"/> Suggests why an author used a specific type of figurative language and can pinpoint vocabulary that effectively captures interest and imagination</p> | <p><input type="checkbox"/> Sorts individual statements into fact and opinion and into fact and fiction</p> <p><input type="checkbox"/> Retrieves and records specific information from non-fiction texts for different purposes</p> <p><input type="checkbox"/> Participates in discussions about books that are read to them and those they can read for themselves commenting on others' views, justifying their own ideas and including examples from the text if appropriate</p> <p><input type="checkbox"/> Explains and discusses their understanding of what they have read, including through formal presentations and debates, detailing some main points and supporting evidence to help justify their opinions, using notes where necessary to help them</p> |
|---|--|--|

Name:

Started:..... Completed:.....

Word Reading

- Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as taken from English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

- | | | |
|--|---|---|
| <p><input type="checkbox"/> Continues to read and discuss an increasingly wide range of styles of fiction, poetry, plays, non-fiction and reference books or textbooks given to them to read for a range of purposes, as part of subject learning and chosen by them out of interest, curiosity or enjoyment of a theme or author</p> <p><input type="checkbox"/> Reviews the texts they have read, identifying patterns in their reading habits and making intentional choices to widen their reading experience</p> <p><input type="checkbox"/> Identifies and discusses themes and conventions in and across a wide range of writing, making comparisons within and across books</p> <p><input type="checkbox"/> Learns and performs a wider range of poetry from memory, making sure the intonation, tone, volume and expression suit the context and that literal and implied meaning is clear to an audience</p> | <p><input type="checkbox"/> Understands what they read by employing a range of strategies to help find and explore meaning and make sense of new words, including asking questions which will give clarity to their understanding</p> <p><input type="checkbox"/> Draws inferences from the text, marking and annotating evidence they have found in the text and makes predictions using a combination of information in the text, including implied details</p> <p><input type="checkbox"/> Summarises the main ideas drawn from more than one paragraph succinctly, finding key details as evidence which support the main ideas they have identified, and explaining how the author's choice of language, structure and presentation help contribute to meaning and how a specific technique can impact the reader</p> <p><input type="checkbox"/> Evaluates how authors use language including figurative language and rhetorical devices, and can identify the impact on the reader</p> | <p><input type="checkbox"/> Distinguishes between fact and fiction, and fact and opinion</p> <p><input type="checkbox"/> Recognises when a text is useful or of value by scanning or skimming, and can effectively retrieve, record, and present information from non-fiction</p> <p><input type="checkbox"/> Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously, explaining how examples they have found in the text back up their ideas</p> <p><input type="checkbox"/> Explains and discusses their understanding of what they have read, including through formal presentations and debates, detailing main points and clear supporting evidence to help justify their reasons and opinions, maintaining a focus on the topic, and using notes where necessary</p> |
|--|---|---|

Name:

Started:..... Completed:.....

Composition

- | | | |
|---|---|---|
| <input type="checkbox"/> Says out loud what they are going to write about | <input type="checkbox"/> Sequences sentences to form short narratives | <input type="checkbox"/> Discusses what they have written with the teacher or other pupils |
| <input type="checkbox"/> Composes a sentence orally before writing it | <input type="checkbox"/> Re-reads what they have written to check that it makes sense | <input type="checkbox"/> Reads their writing aloud, clearly enough to be heard by their peers and the teacher |

Vocabulary, Grammar & Punctuation

- | | | |
|--|--|--|
| <input type="checkbox"/> Leaves spaces between words | <input type="checkbox"/> Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <input type="checkbox"/> Learns how to use the grammar for Year 1 in English appendix 2 |
| <input type="checkbox"/> Joins words and joins clauses using 'and' | <input type="checkbox"/> Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <input type="checkbox"/> Uses and understands the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |

Transcription: Spelling

- | | | |
|--|--|--|
| <input type="checkbox"/> Spells words containing each of the 40+ phonemes already taught | <input type="checkbox"/> Uses letter names to distinguish between alternative spellings of the same sound | <input type="checkbox"/> Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest |
| <input type="checkbox"/> Spells common exception words | <input type="checkbox"/> Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs | <input type="checkbox"/> Applies simple spelling rules and guidance, as listed in English Appendix 1 |
| <input type="checkbox"/> Spells the days of the week | <input type="checkbox"/> Uses the prefix un- | <input type="checkbox"/> Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |
| <input type="checkbox"/> Names the letters of the alphabet in order | | |

Transcription: Handwriting & Presentation

- | | | |
|--|--|--|
| <input type="checkbox"/> Sits correctly at a table, holding a pencil comfortably and correctly | <input type="checkbox"/> Forms capital letters | <input type="checkbox"/> Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these |
| <input type="checkbox"/> Begins to form lower-case letters in the correct direction, starting and finishing in the right place | <input type="checkbox"/> Forms digits 0-9 | |

Name:

Started:..... Completed:.....

Composition		
<input type="checkbox"/> Writes narratives about personal experiences and those of others (real and fictional)	<input type="checkbox"/> Encapsulates what they want to say, sentence by sentence	<input type="checkbox"/> Proof-reads to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly
<input type="checkbox"/> Writes about real events, recording them simply and clearly, in one go	<input type="checkbox"/> Evaluates their writing with the teacher and other pupils and makes simple additions, revisions and corrections	<input type="checkbox"/> Reads aloud what they have written with appropriate intonation to make the meaning clear
<input type="checkbox"/> Writes for different purposes, e.g. short poems and longer narratives	<input type="checkbox"/> Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	
<input type="checkbox"/> Plans or says out loud what they are going to write about then writes down ideas and/or key words, including new vocabulary		
Vocabulary, Grammar & Punctuation		
<input type="checkbox"/> Develops their use of both familiar and new punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive	<input type="checkbox"/> Uses expanded noun phrases to describe and specify, e.g. blue butterfly	<input type="checkbox"/> Learns how to use the grammar for Year 2 in English Appendix 2
<input type="checkbox"/> Uses sentences with different forms: statement, question, exclamation, command	<input type="checkbox"/> Uses the present and past tenses correctly and consistently including the progressive form	<input type="checkbox"/> Uses and understands the grammatical terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
	<input type="checkbox"/> Uses subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
Transcription: Spelling		
<input type="checkbox"/> Segments spoken words into phonemes and representing these by graphemes, spelling many correctly	<input type="checkbox"/> Learns to spell more words with contracted forms	<input type="checkbox"/> Adds suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
<input type="checkbox"/> Learns new ways of spelling phonemes for which one or more spellings are already known, and learns some words with each spelling, including a few common homophones	<input type="checkbox"/> Learns the possessive apostrophe (singular)	<input type="checkbox"/> Applies spelling rules and guidance, as listed in English Appendix 1
<input type="checkbox"/> Learns to spell common exception words	<input type="checkbox"/> Distinguishes between homophones and near-homophones	<input type="checkbox"/> Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Transcription: Handwriting & Presentation		
<input type="checkbox"/> Forms lower-case letters of the correct size relative to one another	<input type="checkbox"/> Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<input type="checkbox"/> Uses spacing between words that reflects the size of the letters
<input type="checkbox"/> Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		

Name:

Started:..... Completed:.....

Composition		
Planning and preparation - <input type="checkbox"/> Discusses and explores examples of the structure of a text, identifying some common elements of a text type, such as headings in non-fiction, and giving simple explanations of their impact within a text <input type="checkbox"/> Plans their writing by discussing their ideas about the layout and some features of their writing and recording grammatical, vocabulary and structural features that will suit the purpose	Drafting and writing - <input type="checkbox"/> Rehearses structured sequences of sentences orally to help match the tone of their writing and extend vocabulary and grammar choices <input type="checkbox"/> Demonstrates attempts to follow their plan, organising sections or paragraphs within a theme and including a simple beginning, middle and end where appropriate <input type="checkbox"/> Includes some relevant simple organisational devices such as headings and subheadings in non-fiction and a generally clear narrative with some details to create settings, characters and the plot	Evaluates and edits - <input type="checkbox"/> Identifies successful elements of their own and others' writing and suggests simple improvements to help meet the audience's needs, e.g. consistent use of pronouns to help clarity <input type="checkbox"/> Proof-reads for misspellings and punctuation errors which include full stops, question marks, exclamation marks, commas and inverted commas for speech <input type="checkbox"/> Reads own writing aloud with some volume, tone and with appropriate intonation
Vocabulary, Grammar & Punctuation		
<input type="checkbox"/> Writes a range of simple and more complex sentences, using a growing range of conjunctions and sentence structures to engage and inform the reader <input type="checkbox"/> Includes the present perfect form of verbs, e.g. I have seen that movie <input type="checkbox"/> Demonstrates some use of pronouns to avoid repetition	<input type="checkbox"/> Expresses time and cause using a growing range of conjunctions, adverbs and prepositions <input type="checkbox"/> Occasionally includes fronted adverbials <input type="checkbox"/> Includes an apostrophe to show possession in regular plural nouns occasionally <input type="checkbox"/> Identifies and begins to use inverted commas to show direct speech	<input type="checkbox"/> Learns how to use the grammar for Years 3 and 4 in English Appendix 2 <input type="checkbox"/> Uses and understands the grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas
Transcription: Spelling		
<input type="checkbox"/> Attempts to apply spelling rules for prefixes and suffixes, doing so correctly some of the time <input type="checkbox"/> Attempts to spell common homophones correctly	<input type="checkbox"/> Applies spelling rules to commonly misspelt words correctly some of the time <input type="checkbox"/> Occasionally uses possessive apostrophe in regular plurals correctly in the course of their writing	<input type="checkbox"/> Checks words in dictionary using the first two or three letters <input type="checkbox"/> Writes a dictation of simple sentences with some correct punctuation and spelling taught at this level
Transcription: Handwriting & Presentation		
<input type="checkbox"/> Joins their handwriting using diagonal and horizontal strokes with clear and consistent ascenders and descenders (which do not touch), and with consistent spacing between letters and words		

Name:

Started:..... Completed:.....

Composition		
<p>Planning and preparation -</p> <p><input type="checkbox"/> Discusses and explores examples of texts, identifying a range of characteristics of its structure, vocabulary and grammar and giving simple explanations of their impact within a text</p> <p><input type="checkbox"/> Discusses and records ideas, mapping the progression of events in each section/paragraph, noting specific vocabulary/dialogue and grammatical elements they wish to include and structural features which will suit the purpose</p>	<p>Drafting and writing -</p> <p><input type="checkbox"/> Rehearses sentences orally, noting where they can add detail or develop sentence structure and makes changes within their writing to help clarity and impact</p> <p><input type="checkbox"/> Follows their plan to organise different sections or paragraphs within a theme which begin to flow more consistently and show some balance in detail, e.g. between the beginning, middle and ending</p> <p><input type="checkbox"/> Includes relevant simple organisational devices such as headings and subheadings in non-fiction and a clear narrative with relevant details, using thoughtfully chosen vocabulary to create settings, characters and the plot</p>	<p>Evaluates and edits -</p> <p><input type="checkbox"/> Assesses the effectiveness of their own and others' writing, highlighting and improving grammar and vocabulary that could be changed to enhance or clarify their writing for the audience</p> <p><input type="checkbox"/> Proof-reads for misspellings and punctuation errors which include full stops, question marks, exclamation marks, commas, inverted commas for speech and the use of commas with fronted adverbials, suggesting how they can be corrected or changed to help the audience</p> <p><input type="checkbox"/> Reads their own writing aloud with the correct volume, tone and with appropriate intonation</p>
Vocabulary, Grammar & Punctuation		
<p><input type="checkbox"/> Writes a range of simple and more complex sentences, using a wider range of appropriate conjunctions and sentence structures to engage and inform the reader</p> <p><input type="checkbox"/> Chooses the present perfect form of verbs to talk about actions or experiences without referring to 'when'</p> <p><input type="checkbox"/> Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p><input type="checkbox"/> Expresses time and cause using a wider range of appropriate conjunctions, adverbs and prepositions</p> <p><input type="checkbox"/> Identifies and uses appropriate fronted adverbials, placing commas after them with growing consistency</p> <p><input type="checkbox"/> Uses possessive apostrophe in regular plurals in the course of their writing, mostly correctly</p>	<p><input type="checkbox"/> Identifies and uses inverted commas and other punctuation to show direct speech with more consistency</p> <p><input type="checkbox"/> Learns how to use the grammar for Years 3 and 4 in English Appendix 2</p> <p><input type="checkbox"/> Uses and understands the grammatical terminology: determiner, pronoun, possessive pronoun, adverbial</p>
Transcription: Spelling		
<p><input type="checkbox"/> Attempts to apply spelling rules for prefixes and suffixes in the English Appendix 1 correctly most of the time</p> <p><input type="checkbox"/> Attempts to spell further homophones correctly</p>	<p><input type="checkbox"/> Applies spelling rules to commonly misspelt words correctly most of the time</p> <p><input type="checkbox"/> Places the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p><input type="checkbox"/> Uses first two or three letters of words to check in dictionary, gaining speed to find word</p> <p><input type="checkbox"/> Writes down a dictation of simple sentences with mostly correct spelling and punctuation taught at this level</p>
Transcription: Handwriting & Presentation		
<p><input type="checkbox"/> Writes legibly and accurately in size and shape, spaced so letters on different lines do not meet and choosing the strokes which are needed to join letters (if necessary) and can usually sustain their own style of joined-up handwriting</p>		

Name:

Started:..... Completed:.....

Composition		
<u>Planning and preparation -</u> <input type="checkbox"/> Uses writing models to research characterisation and setting, noting how they can use similar formulas/ideas <input type="checkbox"/> Plans their writing by identifying the purpose and audience, using their notes to help develop their ideas	<u>Drafting and writing -</u> <input type="checkbox"/> Includes grammar and vocabulary which is mostly appropriate to the subject, genre and audience, suggesting alternative words for those which are more ambiguous and sentence structures to help enhance meaning <input type="checkbox"/> Organises their writing into sequenced paragraphs, summarising longer sections and joining ideas through a growing range of devices, e.g. adverbials of time <input type="checkbox"/> Uses a growing range of organisational and presentational devices to help structure what they want to say and help guide the reader	<u>Evaluates and edits -</u> <input type="checkbox"/> Assesses own/others' writing against criteria and can suggest alternatives to vocabulary, grammar and punctuation to enhance clarity or aid cohesion <input type="checkbox"/> Proof-reads for errors in consistency in tense and subject/verb agreement, identifying most errors, including some errors in register <input type="checkbox"/> Proof-reads for spelling, punctuation and grammar, pinpointing the majority of obvious errors <input type="checkbox"/> Performs their work appropriately to ensure meaning is clear, including appropriate intonation, tone, volume and movement
Vocabulary, Grammar & Punctuation		
<input type="checkbox"/> Demonstrates differences in vocabulary and structure when writing formally/informally <input type="checkbox"/> Uses the perfect form of verbs to indicate a link between time and cause <input type="checkbox"/> Expands noun phrases to convey complicated information concisely	<input type="checkbox"/> Uses modal verbs/adverbs to indicate degree of possibility, e.g. perhaps/might <input type="checkbox"/> Uses relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun <input type="checkbox"/> Includes evidence of more complex punctuation used for specific effects, e.g. bullet points, commas to clarify	<input type="checkbox"/> Learns how to use the grammar for Years 5 and 6 in the English Appendix 2 <input type="checkbox"/> Uses and understands the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Transcription: Spelling		
<input type="checkbox"/> Uses and understands some prefixes and suffixes from English Appendix 1 <input type="checkbox"/> Spells correctly most words learnt so far from the Year 5 & 6 spelling list and continues to employ rules and understanding from the Year 3 & 4 spelling list	<input type="checkbox"/> Spells some common words with silent letters <input type="checkbox"/> Continues to learn to spell commonly misspelt or confused words, such as homophones <input type="checkbox"/> Identifies that words have roots and origins	<input type="checkbox"/> Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary, and uses a thesaurus to find a suitable replacement
Transcription: Handwriting & Presentation		
<input type="checkbox"/> Writes legibly, fluently and with increasing speed, choosing which shape of a letter to use when given choices and using the correct joins, sustaining their own style of joined-up handwriting		

Name:

Started:..... Completed:.....

Composition		
<p>Planning and preparation -</p> <p><input type="checkbox"/> Selects the correct genre for purpose or audience and uses it precisely, e.g. suggests an aside as a suitable technique to interact with reader</p> <p><input type="checkbox"/> Plans their writing by noting and developing their initial ideas, drawing on discussion, reading and research where necessary</p> <p>Drafting and writing -</p> <p><input type="checkbox"/> Selects generally appropriate vocabulary and grammatical structures that reflect what the writing requires and shows a good awareness of the reader, and can explain how their choices change or enhance their writing</p>	<p><input type="checkbox"/> Creates narratives which describe characters, settings and atmosphere, and integrates dialogue to convey character and advance the action</p> <p><input type="checkbox"/> Creates clear, opening and closing paragraphs which are interesting, dramatic, draw in the reader or summarise and uses a wider range of organisational techniques which build cohesion within and across paragraphs and are appropriate to the context</p> <p><input type="checkbox"/> Uses a wider range of organisation and presentational devices to help structure their writing and help guide or support the reader</p>	<p>Evaluates and edits -</p> <p><input type="checkbox"/> Assess own/others' writing against self-written criteria, locating vocabulary, grammar and punctuations which could be changed to enhance effects, clarify meaning or aid cohesion, suggesting alternatives</p> <p><input type="checkbox"/> Proof-reads for errors in consistency in tense and subject/verb agreement throughout a piece of writing, identifying and correcting errors, including errors in register</p> <p><input type="checkbox"/> Proof-reads successfully for spelling, punctuation and grammar</p> <p><input type="checkbox"/> Performs their work confidently to ensure meaning is clear, including appropriate intonation, volume and movement</p>
Vocabulary, Grammar & Punctuation		
<p><input type="checkbox"/> Confidently uses appropriate vocabulary and structure for formal or informal speech and writing</p> <p><input type="checkbox"/> Uses verb tenses consistently and correctly throughout their writing</p> <p><input type="checkbox"/> Uses appropriate conjunctions and adverbs/adverbials to aid cohesion within paragraphs</p>	<p><input type="checkbox"/> Rearranges paragraphs and sentences to achieve different effects</p> <p><input type="checkbox"/> Learns how to use the grammar for Years 5 and 6 in the English Appendix 2</p> <p><input type="checkbox"/> Uses the range of punctuation taught at key stage 2 mostly correctly</p>	<p><input type="checkbox"/> Includes punctuation to separate clauses, vary pace, indicate, subdivide and create atmosphere</p> <p><input type="checkbox"/> Uses and understands the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
Transcription: Spelling		
<p><input type="checkbox"/> Uses and understands most prefixes and suffixes from Spelling Appendix 1 and can recognise how the roots or origins of a word may help them with spelling</p>	<p><input type="checkbox"/> Spells less-common words with silent letters</p> <p><input type="checkbox"/> Makes a distinction between commonly confused words, e.g. homophones</p> <p><input type="checkbox"/> Uses dictionaries and thesauruses efficiently</p>	<p><input type="checkbox"/> Spells most words correctly from the Year 5 & 6 spelling list and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
Transcription: Handwriting & Presentation		
<p><input type="checkbox"/> Writes legibly and fluently, maintaining a consistent, joined up style when writing with increased speed, recognising what standard and style of handwriting and implement is best suited for the task</p>		

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|--|--|---|
| <input type="checkbox"/> Listens and responds appropriately to what others are saying (within a group and one-to-one), expressing relevant views on a subject and consistently understanding simple routine and non-routine instructions | <input type="checkbox"/> Tells and retells a familiar story or recounts an experience using narrative language in simply sequenced sentences and providing some basic detail | <input type="checkbox"/> Takes turns with others in discussions about familiar or immediate experiences, and will join in with imaginative play, changing voice when in character |
| <input type="checkbox"/> Asks simple questions to gain understanding | <input type="checkbox"/> Initiates and continues conversations, holding attention with the main topic and employing some non-verbal gestures, e.g. turning towards each person who is speaking | <input type="checkbox"/> Calls attention to self appropriately when they wish to speak, and can change their voice for an effect, e.g. raising volume (on all or one word) for emphasis or to keep the listener's attention |
| <input type="checkbox"/> Uses newly learnt vocabulary which relate to recent topics or immediate experiences, listening with concentration to new words and using them in context | <input type="checkbox"/> Uses appropriate language to imagine and act out roles and experiences from familiar experiences and situations | <input type="checkbox"/> Adds simple, relevant comments, opinions or detail after listening to the contribution of others |
| <input type="checkbox"/> Puts forward their opinion with simple explanatory language, e.g. I think... because | <input type="checkbox"/> Speaks in a fluent, clear manner at a meaningful volume | <input type="checkbox"/> Uses a more formal tone with adults in school most of the time |

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|---|---|---|
| <input type="checkbox"/> Listens in a range of situations, responding with increasing appropriateness, and can complete more complex (two or three part) instructions | <input type="checkbox"/> Organises what they want to say appropriately, choosing more specific vocabulary within sentences which have sequenced ideas and linking words and phrases | <input type="checkbox"/> Contributes to discussions with relevant comments which demonstrate they have considered other views and ideas; takes part in drama-based activities by speaking and gesturing mostly in role and by performing short poetry |
| <input type="checkbox"/> Asks questions to get more information and to clarify meaning | <input type="checkbox"/> Participates in a discussion by listening and responding to others' ideas, taking turns to contribute and engaging others with non-verbal gestures | <input type="checkbox"/> Adapts the way they talk to hold attention of the listeners and can vary their voice and vocabulary choices to express or emphasise at a specific moment |
| <input type="checkbox"/> Uses a growing vocabulary, taking new words and phrases from discussions, stories and topics they are involved in | <input type="checkbox"/> Talks through their thoughts, ideas and feelings and that of characters within imaginative play, with appropriate phrases and sentences | <input type="checkbox"/> Recognises a different or similar viewpoint within a discussion, commenting appropriately on what others have said and begins to explain why they agree or disagree |
| <input type="checkbox"/> Explains their answers, arguments and opinions when they are challenged, with more detail | <input type="checkbox"/> Speaks in a fluent, clear manner using complete sentences containing an increasing range of conjunctions to extend their speech, e.g. to give detail and justification | <input type="checkbox"/> Uses more formal vocabulary and tone of voice in most relevant situations, and can greet visitors and unfamiliar adults in school appropriately |

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|---|--|---|
| <p><input type="checkbox"/> Listens and responds appropriately to questions and viewpoints, adding to what was said and beginning to develop ideas with others</p> <p><input type="checkbox"/> Asks a range of people in different situations appropriate questions, e.g. peers, visitors, on school trips</p> <p><input type="checkbox"/> Makes use of vocabulary learnt though discussions/presentations etc.</p> <p><input type="checkbox"/> Begins to justify their answers and opinions with simple reasons for their views or choices</p> | <p><input type="checkbox"/> Sequences their descriptions, explanations, narratives logically, using a range of complete sentences that show links between ideas, thoughts or feelings</p> <p><input type="checkbox"/> Listens to others responsively in collaborative conversations, staying on topic by building on the initial concept and engaging others with a growing range of gestures and changing intonation to help make their point clear</p> <p><input type="checkbox"/> Uses a growing vocabulary to imagine and explore ideas, thoughts and feelings about familiar and some unfamiliar situations and uses simple speculative language to share their opinion on what they think might happen</p> <p><input type="checkbox"/> Speaks with clear diction, varying volume for different audiences, making more specific vocabulary choices within a range of more complex sentences</p> | <p><input type="checkbox"/> Presents information or ideas to an audience and can perform from memory, adapting their expression and tone and can take on and sustain a simple role using suitable language and gestures</p> <p><input type="checkbox"/> Adapts their style and tone to suit different audiences, varying the amount of detail and vocabulary choice to meet the listener's needs</p> <p><input type="checkbox"/> Listens, responds and begins to develop ideas with others, identifying why they agree or disagree and steps to move forward</p> <p><input type="checkbox"/> Begins to choose the correct language and structure appropriate for a growing range of tasks/audiences</p> |
|---|--|---|

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|--|---|---|
| <input type="checkbox"/> Listens and responds appropriately to others, picking up on and developing the key or relevant points
<input type="checkbox"/> Asks questions in a growing range of structures for different purposes, e.g. open questions for clarification, closed questions to check an instruction
<input type="checkbox"/> Makes more specific word choices to produce a stronger response in the listener, adapting their word choices for different contexts
<input type="checkbox"/> Articulates and justifies their answers, arguments and opinions with simple evidence or reasoning | <input type="checkbox"/> Sequences and develops descriptions, explanations, and narratives in an organised and logical way, which include the main point and supporting reasons using a range of sentence structures
<input type="checkbox"/> Sustains collaborative conversations, listening to alternative views with an open mind and responding to comments that they may or may not agree with using appropriate language and non-verbal gestures
<input type="checkbox"/> Identifies, proposes and discusses possible explanations and outcomes based on information they have heard and simple inferences they have made
<input type="checkbox"/> Speaks clearly to a range of audiences controlling volume, tone and intonation using more sophisticated language within complex sentences | <input type="checkbox"/> Presents structured information or ideas using more specific language to a varying type/size of audience; takes part in a range of drama techniques, generally sustaining and enhancing a role through voice, language and gesture choices
<input type="checkbox"/> Picks up on simple clues to know when a listener does not understand or has lost interest and employs a range of simple verbal and non-verbal techniques to regain and sustain interest
<input type="checkbox"/> Listens and responds to different viewpoints, exploring why they agree or disagree with key points and supporting details
<input type="checkbox"/> Chooses the correct language and structure appropriate for familiar tasks/audiences |
|--|---|---|

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|--|---|---|
| <input type="checkbox"/> Listens carefully, responding with more specific contributions and questions which begin to challenge what is said | <input type="checkbox"/> Sequences and develops descriptions, explanations, and narratives coherently, choosing details and vocabulary for specific effect | <input type="checkbox"/> Presents information using an introduction, main points backed up with some detail and a conclusion, choosing audience and subject specific language; performs poems, plays and narratives from memory, making their own choices about how they convey ideas or develop and portray a role |
| <input type="checkbox"/> Asks a range of responsive open and closed questions to extend their understanding and knowledge | <input type="checkbox"/> Sustains their own listening, keeping track of key points by retaining or making notes and responding to comments in an extended turn using specific, relevant details | <input type="checkbox"/> Adapts expression, tone, volume and intonation to capture, regain or sustain a listener's attention and recognises the importance of non-verbal gestures |
| <input type="checkbox"/> Makes specific word choices, understanding their impact and evaluates their effectiveness | <input type="checkbox"/> Uses a growing range of speculative, hypothetical and explorative language to consider different outcomes or solutions | <input type="checkbox"/> Listens to different viewpoints with an open mind, demonstrating in their responses that they understand the main points and implied meanings |
| <input type="checkbox"/> Articulates and justifies their answers, arguments and opinions logically with evidence or reasoning, making use of persuasive language | <input type="checkbox"/> Speaks audibly and fluently, using a wider range of subordinate conjunctions to connect and organise their talk | <input type="checkbox"/> Selects and uses the appropriate registers in familiar situations to keep talk clear, efficient and constructive |

Name:

Started:..... Completed:.....

Spoken Language

- | | | |
|--|---|--|
| <input type="checkbox"/> Listens appropriately to adults and their peers, identifying what the speaker is saying and how the speaker is saying it, and responds accordingly with specific comments, ideas and challenges | <input type="checkbox"/> Sequences and develops descriptions, explanations, and narratives coherently, choosing details, vocabulary and grammatical structures for specific effect | <input type="checkbox"/> Makes considered choices about how they present information to a specific audience, ensuring intonation, tone, volume and expression suit the context and that literal and implied meaning is clear; uses a range of simple dramatic effects to enhance or adapt a character and sustain the role |
| <input type="checkbox"/> Uses a range of question types for different situations and purposes, e.g. leading, rhetorical, hypothetical | <input type="checkbox"/> Sustains their own listening and can debate an issue logically using discursive language and responding effectively in increasingly extended turns, to the opposing view | <input type="checkbox"/> Uses a range of verbal and non-verbal techniques to capture, regain or sustain a listener's attention, demonstrating that they recognise the needs of the listener |
| <input type="checkbox"/> Demonstrates how and why vocabulary choices vary in different contexts and evaluates the effect of their own choices and that of other speakers | <input type="checkbox"/> Uses a wide range of speculative, hypothetical and explorative language to help process and clarify their ideas | <input type="checkbox"/> Considers and evaluates different viewpoints, attending to and building on the contributions of others constructively |
| <input type="checkbox"/> Articulates, sustains and justifies their answers, arguments and opinions logically with more detailed evidence or reasoning, making connections between their opinions and that of others | <input type="checkbox"/> Speaks audibly and fluently using a wide range of sentence structures and confidently communicating in a range of different situations | <input type="checkbox"/> Selects and uses the appropriate registers in a range of situations and contexts, using formal and Standard English when required |

Name:

Started:..... Completed:.....

Revision of Reception Work

- | | | |
|--|---|--|
| <input type="checkbox"/> All letters of the alphabet and the sounds which they most commonly represent | <input type="checkbox"/> Vowel digraphs which have been taught and the sounds which they represent | <input type="checkbox"/> Words with adjacent consonants |
| <input type="checkbox"/> Consonant digraphs which have been taught and the sounds which they represent | <input type="checkbox"/> The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds | <input type="checkbox"/> Guidance and rules which have been taught |

Spelling
The sounds -

- /f/ usually spelt ff, e.g. off
- /l/ usually spelt ll, e.g. well
- /s/ usually spelt ss, e.g. miss
- /z/ usually spelt zz, e.g. buzz
- /k/ usually spelt ck, e.g. back
- Spells words ending n before k, e.g. think
- Divides words into two syllables
- Spells words usually spelt tch if it comes straight after a single vowel letter (exceptions include rich, which, much, such), e.g. catch
- Spells words with the sound /v/ at end of words, e.g. give
- Adds -s for plurals
- Adds -es for plurals
- Adds to verbs where no change to the root word is needed -
- ing, e.g. helping
- er, e.g. helper
- ed, e.g. helped
- Adds to adjectives where no change to the root word is needed -
- er, e.g. quicker
- est, e.g. quickest

Vowel digraphs and trigraphs

- ai, e.g. rain
- oi, e.g. coin
- ay, e.g. day
- oy, e.g. enjoy
- a-e, e.g. made
- e-e, e.g. these
- i-e, e.g. like
- o-e, e.g. home
- u-e, e.g. tune
- ar, e.g. start
- ee, e.g. tree
- ea, e.g. each
- ea, e.g. head
- er, e.g. term - stressed sound
- er, e.g. better - unstressed schwa sound
- ir, e.g. girl
- ur, e.g. turn
- oo, e.g. food
- oo, e.g. book
- oa, e.g. boat
- oe, e.g. toe

- ou, e.g. out
- ow, e.g. now
- ow, e.g. grow
- ue, e.g. blue
- ew, e.g. flew
- ie, e.g. tie
- ie, e.g. chief
- igh, e.g. high
- or, e.g. short
- ore, e.g. more
- aw, e.g. saw
- au, e.g. author
- air, e.g. fair
- ear, e.g. dear
- ear, e.g. bear
- are, e.g. dare

Words ending -

- y, e.g. very/family

New consonant spellings for -

- ph, e.g. elephant
- wh, e.g. when
- Uses the k for the /k/ sound, e.g. kit
- Adds the prefix - un, e.g. undo
- Spells compound words, e.g. bedroom
- Common exception words, e.g. the

Name:

Started:..... Completed:.....

Spelling

The sounds -

- Spelt -ge and -dge or -g, e.g. age, edge, gem
- /s/ spelt c before e, i and y, e.g. race, city
- /n/ spelt kn and gn at the beginning of words, e.g. knock, gnaw
- /r/ spelt wr at the beginning of words, e.g. write
- Spelt -le at the end of words, e.g. table
- Spelt -el at the end of words, e.g. tunnel
- Spelt -al at the end of words, e.g. medal
- Words ending - il, e.g. pencil
- Spelt -y at the end of words, e.g. cry
- Adds -es to nouns ending in -y, e.g. flies
- Adds -es to verbs ending in -y, e.g. copies

Adding to a root word ending in -y with a consonant before it -

- ed, e.g. copy to copied
- ing, e.g. copy to copying
- er, e.g. happy to happier
- est, e.g. happy to happiest

Adding to words ending with -e with consonant before it -

- ing, e.g. shine to shining
- ed, e.g. like to liked
- er, e.g. bike to biker
- est, e.g. shine to shiniest
- y, e.g. shine to shiny

Adding to words of one syllable ending in single consonant after a single vowel -

- ing, e.g. clap to clapping
- 'ed' (clap/clapped)
- 'er' (big/bigger)
- 'est' (sad/saddest)
- 'y' (gloom/gloomy)

- Words spelt a before l and ll, e.g. all, walk
- Words spelt o, e.g. other, Monday
- Words spelt -ey, e.g. donkey
- Words spelt a after w and qu, e.g. squash, want
- Words spelt or after w, e.g. work, worm
- Words spelt ar after w, e.g. war, warmth
- Words spelt s, e.g. treasure, usual

Suffixes -

- ment
- ful
- less
- ly
- ness
- Contractions
- Possessive apostrophes (singular noun)
- Words ending in -tion
- Homophones and near homophones
- Common exceptions

Name:

Started:..... Completed:.....

Spelling

<input type="checkbox"/> Adds suffixes beginning with vowel letters to words of more than one syllable, e.g. forget-forgotten	<input type="checkbox"/> decide	<input type="checkbox"/> naughty
<input type="checkbox"/> Words spelt y other than at the end of a word, e.g. myth	<input type="checkbox"/> describe	<input type="checkbox"/> notice
<input type="checkbox"/> Words spelt ou, e.g. touch	<input type="checkbox"/> different	<input type="checkbox"/> occasion(ally)
<input type="checkbox"/> Adds prefixes to the beginning of root words, e.g. in-, dis	<input type="checkbox"/> difficult	<input type="checkbox"/> often
<input type="checkbox"/> Adds the suffix -ation	<input type="checkbox"/> disappear	<input type="checkbox"/> opposite
<input type="checkbox"/> Adds the suffix -ly	<input type="checkbox"/> early	<input type="checkbox"/> ordinary
<input type="checkbox"/> Words spelt -sure, e.g. measure	<input type="checkbox"/> earth	<input type="checkbox"/> particular
<input type="checkbox"/> Words spelt -ture, e.g. creature	<input type="checkbox"/> eight/eighth	<input type="checkbox"/> peculiar
<input type="checkbox"/> Words spelt -sion, e.g. division	<input type="checkbox"/> enough	<input type="checkbox"/> perhaps
<input type="checkbox"/> Adds the suffix -ous	<input type="checkbox"/> exercise	<input type="checkbox"/> popular
<input type="checkbox"/> Words spelt -tion, -sion, -ssion, -cian	<input type="checkbox"/> experience	<input type="checkbox"/> position
<input type="checkbox"/> Words spelt ch, e.g. chorus	<input type="checkbox"/> experiment	<input type="checkbox"/> possess(ion)
<input type="checkbox"/> Words with /sh/ spelt ch, e.g. chef	<input type="checkbox"/> extreme	<input type="checkbox"/> possible
<input type="checkbox"/> Words spelt -gue, e.g. league	<input type="checkbox"/> famous	<input type="checkbox"/> potatoes
<input type="checkbox"/> Words spelt -que, e.g. antique	<input type="checkbox"/> favourite	<input type="checkbox"/> pressure
<input type="checkbox"/> Words with /s/ spelt sc, e.g. science	<input type="checkbox"/> February	<input type="checkbox"/> probably
<input type="checkbox"/> Words spelt ei,eigh,ey, e.g. vein,weigh, they	<input type="checkbox"/> forward(s)	<input type="checkbox"/> promise
<input type="checkbox"/> Possessive apostrophes with plural words	<input type="checkbox"/> fruit	<input type="checkbox"/> purpose
<input type="checkbox"/> Homophone and near-homophones	<input type="checkbox"/> grammar	<input type="checkbox"/> quarter
<input type="checkbox"/> accident(ally)	<input type="checkbox"/> group	<input type="checkbox"/> question
<input type="checkbox"/> actual(ly)	<input type="checkbox"/> guard	<input type="checkbox"/> recent
<input type="checkbox"/> address	<input type="checkbox"/> guide	<input type="checkbox"/> regular
<input type="checkbox"/> answer	<input type="checkbox"/> heard	<input type="checkbox"/> reign
<input type="checkbox"/> appear	<input type="checkbox"/> heart	<input type="checkbox"/> remember
<input type="checkbox"/> arrive	<input type="checkbox"/> height	<input type="checkbox"/> sentence
<input type="checkbox"/> believe	<input type="checkbox"/> history	<input type="checkbox"/> separate
<input type="checkbox"/> bicycle	<input type="checkbox"/> imagine	<input type="checkbox"/> special
<input type="checkbox"/> breath	<input type="checkbox"/> increase	<input type="checkbox"/> straight
<input type="checkbox"/> breathe	<input type="checkbox"/> important	<input type="checkbox"/> strange
<input type="checkbox"/> build	<input type="checkbox"/> interest	<input type="checkbox"/> strength
<input type="checkbox"/> busy/business	<input type="checkbox"/> island	<input type="checkbox"/> suppose
<input type="checkbox"/> calendar	<input type="checkbox"/> knowledge	<input type="checkbox"/> surprise
<input type="checkbox"/> caught	<input type="checkbox"/> learn	<input type="checkbox"/> therefore
<input type="checkbox"/> centre	<input type="checkbox"/> length	<input type="checkbox"/> though/although
<input type="checkbox"/> century	<input type="checkbox"/> library	<input type="checkbox"/> thought
<input type="checkbox"/> certain	<input type="checkbox"/> material	<input type="checkbox"/> through
<input type="checkbox"/> circle	<input type="checkbox"/> medicine	<input type="checkbox"/> various
<input type="checkbox"/> complete	<input type="checkbox"/> mention	<input type="checkbox"/> weight
<input type="checkbox"/> consider	<input type="checkbox"/> minute	<input type="checkbox"/> woman/women
<input type="checkbox"/> continue	<input type="checkbox"/> natural	

Name:

Started:..... Completed:.....

Spelling

<input type="checkbox"/> Adds suffixes beginning with vowel letters to words of more than one syllable, e.g. forget-forgotten	<input type="checkbox"/> decide	<input type="checkbox"/> naughty
<input type="checkbox"/> Words spelt y other than at the end of a word, e.g. myth	<input type="checkbox"/> describe	<input type="checkbox"/> notice
<input type="checkbox"/> Words spelt ou, e.g. touch	<input type="checkbox"/> different	<input type="checkbox"/> occasion(ally)
<input type="checkbox"/> Adds prefixes to the beginning of root words, e.g. in-, dis	<input type="checkbox"/> difficult	<input type="checkbox"/> often
<input type="checkbox"/> Adds the suffix -ation	<input type="checkbox"/> disappear	<input type="checkbox"/> opposite
<input type="checkbox"/> Adds the suffix -ly	<input type="checkbox"/> early	<input type="checkbox"/> ordinary
<input type="checkbox"/> Words spelt -sure, e.g. measure	<input type="checkbox"/> earth	<input type="checkbox"/> particular
<input type="checkbox"/> Words spelt -ture, e.g. creature	<input type="checkbox"/> eight/eighth	<input type="checkbox"/> peculiar
<input type="checkbox"/> Words spelt -sion, e.g. division	<input type="checkbox"/> enough	<input type="checkbox"/> perhaps
<input type="checkbox"/> Adds the suffix -ous	<input type="checkbox"/> exercise	<input type="checkbox"/> popular
<input type="checkbox"/> Words spelt -tion, -sion, -ssion, -cian	<input type="checkbox"/> experience	<input type="checkbox"/> position
<input type="checkbox"/> Words spelt ch, e.g. chorus	<input type="checkbox"/> experiment	<input type="checkbox"/> possess(ion)
<input type="checkbox"/> Words with /sh/ spelt ch, e.g. chef	<input type="checkbox"/> extreme	<input type="checkbox"/> possible
<input type="checkbox"/> Words spelt -gue, e.g. league	<input type="checkbox"/> famous	<input type="checkbox"/> potatoes
<input type="checkbox"/> Words spelt -que, e.g. antique	<input type="checkbox"/> favourite	<input type="checkbox"/> pressure
<input type="checkbox"/> Words with /s/ spelt sc, e.g. science	<input type="checkbox"/> February	<input type="checkbox"/> probably
<input type="checkbox"/> Words spelt ei,eigh,ey, e.g. vein,weigh, they	<input type="checkbox"/> forward(s)	<input type="checkbox"/> promise
<input type="checkbox"/> Possessive apostrophes with plural words	<input type="checkbox"/> fruit	<input type="checkbox"/> purpose
<input type="checkbox"/> Homophone and near-homophones	<input type="checkbox"/> grammar	<input type="checkbox"/> quarter
<input type="checkbox"/> accident(ally)	<input type="checkbox"/> group	<input type="checkbox"/> question
<input type="checkbox"/> actual(ly)	<input type="checkbox"/> guard	<input type="checkbox"/> recent
<input type="checkbox"/> address	<input type="checkbox"/> guide	<input type="checkbox"/> regular
<input type="checkbox"/> answer	<input type="checkbox"/> heard	<input type="checkbox"/> reign
<input type="checkbox"/> appear	<input type="checkbox"/> heart	<input type="checkbox"/> remember
<input type="checkbox"/> arrive	<input type="checkbox"/> height	<input type="checkbox"/> sentence
<input type="checkbox"/> believe	<input type="checkbox"/> history	<input type="checkbox"/> separate
<input type="checkbox"/> bicycle	<input type="checkbox"/> imagine	<input type="checkbox"/> special
<input type="checkbox"/> breath	<input type="checkbox"/> increase	<input type="checkbox"/> straight
<input type="checkbox"/> breathe	<input type="checkbox"/> important	<input type="checkbox"/> strange
<input type="checkbox"/> build	<input type="checkbox"/> interest	<input type="checkbox"/> strength
<input type="checkbox"/> busy/business	<input type="checkbox"/> island	<input type="checkbox"/> suppose
<input type="checkbox"/> calendar	<input type="checkbox"/> knowledge	<input type="checkbox"/> surprise
<input type="checkbox"/> caught	<input type="checkbox"/> learn	<input type="checkbox"/> therefore
<input type="checkbox"/> centre	<input type="checkbox"/> length	<input type="checkbox"/> though/although
<input type="checkbox"/> century	<input type="checkbox"/> library	<input type="checkbox"/> thought
<input type="checkbox"/> certain	<input type="checkbox"/> material	<input type="checkbox"/> through
<input type="checkbox"/> circle	<input type="checkbox"/> medicine	<input type="checkbox"/> various
<input type="checkbox"/> complete	<input type="checkbox"/> mention	<input type="checkbox"/> weight
<input type="checkbox"/> consider	<input type="checkbox"/> minute	<input type="checkbox"/> woman/women
<input type="checkbox"/> continue	<input type="checkbox"/> natural	

Name:

Started:..... Completed:.....

Spelling

<input type="checkbox"/> Endings which sound like /ʃəs/ spelt -cious or -tious	<input type="checkbox"/> criticise	<input type="checkbox"/> nuisance
<input type="checkbox"/> Endings which sound like /ʃəl/ spelt -cial or -tial	<input type="checkbox"/> curiosity	<input type="checkbox"/> occupy
<input type="checkbox"/> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<input type="checkbox"/> definite	<input type="checkbox"/> occur
<input type="checkbox"/> Words ending in -able and -ible	<input type="checkbox"/> desperate	<input type="checkbox"/> opportunity
<input type="checkbox"/> Words ending in -ably and -ibly	<input type="checkbox"/> determined	<input type="checkbox"/> parliament
<input type="checkbox"/> Adds a suffix beginning with vowels to word ending -fer	<input type="checkbox"/> develop	<input type="checkbox"/> persuade
<input type="checkbox"/> Uses a hyphen to join a prefix to a root word, e.g. co-ordinate	<input type="checkbox"/> dictionary	<input type="checkbox"/> physical
<input type="checkbox"/> Words with the /i:/ sound spelt ei after c	<input type="checkbox"/> disastrous	<input type="checkbox"/> prejudice
<input type="checkbox"/> Words ending in -ough	<input type="checkbox"/> embarrass	<input type="checkbox"/> privilege
<input type="checkbox"/> Words containing silent letters	<input type="checkbox"/> environment	<input type="checkbox"/> profession
<input type="checkbox"/> Homophones and other often confused words	<input type="checkbox"/> equip (-ped, -ment)	<input type="checkbox"/> programme
<input type="checkbox"/> accommodate	<input type="checkbox"/> especially	<input type="checkbox"/> pronunciation
<input type="checkbox"/> accompany	<input type="checkbox"/> exaggerate	<input type="checkbox"/> queue
<input type="checkbox"/> according	<input type="checkbox"/> excellent	<input type="checkbox"/> recognise
<input type="checkbox"/> achieve	<input type="checkbox"/> existence	<input type="checkbox"/> recommend
<input type="checkbox"/> aggressive	<input type="checkbox"/> explanation	<input type="checkbox"/> relevant
<input type="checkbox"/> amateur	<input type="checkbox"/> familiar	<input type="checkbox"/> restaurant
<input type="checkbox"/> ancient	<input type="checkbox"/> foreign	<input type="checkbox"/> rhyme
<input type="checkbox"/> apparent	<input type="checkbox"/> forty	<input type="checkbox"/> rhythm
<input type="checkbox"/> appreciate	<input type="checkbox"/> frequently	<input type="checkbox"/> sacrifice
<input type="checkbox"/> attached	<input type="checkbox"/> government	<input type="checkbox"/> secretary
<input type="checkbox"/> available	<input type="checkbox"/> guarantee	<input type="checkbox"/> shoulder
<input type="checkbox"/> average	<input type="checkbox"/> harass	<input type="checkbox"/> signature
<input type="checkbox"/> awkward	<input type="checkbox"/> hindrance	<input type="checkbox"/> sincere (-ly)
<input type="checkbox"/> bargain	<input type="checkbox"/> identity	<input type="checkbox"/> soldier
<input type="checkbox"/> bruise	<input type="checkbox"/> immediate (-ly)	<input type="checkbox"/> stomach
<input type="checkbox"/> category	<input type="checkbox"/> individual	<input type="checkbox"/> sufficient
<input type="checkbox"/> cemetery	<input type="checkbox"/> interfere	<input type="checkbox"/> suggest
<input type="checkbox"/> committee	<input type="checkbox"/> interrupt	<input type="checkbox"/> symbol
<input type="checkbox"/> communicate	<input type="checkbox"/> language	<input type="checkbox"/> system
<input type="checkbox"/> community	<input type="checkbox"/> leisure	<input type="checkbox"/> temperature
<input type="checkbox"/> competition	<input type="checkbox"/> lightning	<input type="checkbox"/> thorough
<input type="checkbox"/> conscience	<input type="checkbox"/> marvellous	<input type="checkbox"/> twelfth
<input type="checkbox"/> conscious	<input type="checkbox"/> mischievous	<input type="checkbox"/> variety
<input type="checkbox"/> controversy	<input type="checkbox"/> muscle	<input type="checkbox"/> vegetable
<input type="checkbox"/> convenience	<input type="checkbox"/> necessary	<input type="checkbox"/> vehicle
<input type="checkbox"/> correspond	<input type="checkbox"/> neighbour	<input type="checkbox"/> yacht

Name:

Started:..... Completed:.....

Spelling

- | | | |
|---|---|--|
| <input type="checkbox"/> Endings which sound like /ʃəs/ spelt -cious or -tious
<input type="checkbox"/> Endings which sound like /ʃəl/ spelt -cial or -tial
<input type="checkbox"/> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
<input type="checkbox"/> Words ending in -able and -ible
<input type="checkbox"/> Words ending in -ably and -ibly
<input type="checkbox"/> Adds a suffix beginning with vowels to word ending -fer
<input type="checkbox"/> Uses a hyphen to join a prefix to a root word, e.g. co-ordinate
<input type="checkbox"/> Words with the /i:/ sound spelt ei after c
<input type="checkbox"/> Words ending in -ough
<input type="checkbox"/> Words containing silent letters
<input type="checkbox"/> Homophones and other often confused words
<input type="checkbox"/> accommodate
<input type="checkbox"/> accompany
<input type="checkbox"/> according
<input type="checkbox"/> achieve
<input type="checkbox"/> aggressive
<input type="checkbox"/> amateur
<input type="checkbox"/> ancient
<input type="checkbox"/> apparent
<input type="checkbox"/> appreciate
<input type="checkbox"/> attached
<input type="checkbox"/> available
<input type="checkbox"/> average
<input type="checkbox"/> awkward
<input type="checkbox"/> bargain
<input type="checkbox"/> bruise
<input type="checkbox"/> category
<input type="checkbox"/> cemetery
<input type="checkbox"/> committee
<input type="checkbox"/> communicate
<input type="checkbox"/> community
<input type="checkbox"/> competition
<input type="checkbox"/> conscience
<input type="checkbox"/> conscious
<input type="checkbox"/> controversy
<input type="checkbox"/> convenience
<input type="checkbox"/> correspond | <input type="checkbox"/> criticise
<input type="checkbox"/> curiosity
<input type="checkbox"/> definite
<input type="checkbox"/> desperate
<input type="checkbox"/> determined
<input type="checkbox"/> develop
<input type="checkbox"/> dictionary
<input type="checkbox"/> disastrous
<input type="checkbox"/> embarrass
<input type="checkbox"/> environment
<input type="checkbox"/> equip (-ped, -ment)
<input type="checkbox"/> especially
<input type="checkbox"/> exaggerate
<input type="checkbox"/> excellent
<input type="checkbox"/> existence
<input type="checkbox"/> explanation
<input type="checkbox"/> familiar
<input type="checkbox"/> foreign
<input type="checkbox"/> forty
<input type="checkbox"/> frequently
<input type="checkbox"/> government
<input type="checkbox"/> guarantee
<input type="checkbox"/> harass
<input type="checkbox"/> hindrance
<input type="checkbox"/> identity
<input type="checkbox"/> immediate (-ly)
<input type="checkbox"/> individual
<input type="checkbox"/> interfere
<input type="checkbox"/> interrupt
<input type="checkbox"/> language
<input type="checkbox"/> leisure
<input type="checkbox"/> lightning
<input type="checkbox"/> marvellous
<input type="checkbox"/> mischievous
<input type="checkbox"/> muscle
<input type="checkbox"/> necessary
<input type="checkbox"/> neighbour | <input type="checkbox"/> nuisance
<input type="checkbox"/> occupy
<input type="checkbox"/> occur
<input type="checkbox"/> opportunity
<input type="checkbox"/> parliament
<input type="checkbox"/> persuade
<input type="checkbox"/> physical
<input type="checkbox"/> prejudice
<input type="checkbox"/> privilege
<input type="checkbox"/> profession
<input type="checkbox"/> programme
<input type="checkbox"/> pronunciation
<input type="checkbox"/> queue
<input type="checkbox"/> recognise
<input type="checkbox"/> recommend
<input type="checkbox"/> relevant
<input type="checkbox"/> restaurant
<input type="checkbox"/> rhyme
<input type="checkbox"/> rhythm
<input type="checkbox"/> sacrifice
<input type="checkbox"/> secretary
<input type="checkbox"/> shoulder
<input type="checkbox"/> signature
<input type="checkbox"/> sincere (-ly)
<input type="checkbox"/> soldier
<input type="checkbox"/> stomach
<input type="checkbox"/> sufficient
<input type="checkbox"/> suggest
<input type="checkbox"/> symbol
<input type="checkbox"/> system
<input type="checkbox"/> temperature
<input type="checkbox"/> thorough
<input type="checkbox"/> twelfth
<input type="checkbox"/> variety
<input type="checkbox"/> vegetable
<input type="checkbox"/> vehicle
<input type="checkbox"/> yacht |
|---|---|--|

Name:

Started:..... Completed:.....

Word
 Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun

 Suffixes that can be added to verbs where no change is needed in the spelling of root words, e.g. helping, helped, helper

 How the prefix un- changes the meaning of verbs and adjectives, e.g. negation such as unkind, or undoing: untie the boat

Sentence
 How words can combine to make sentences

 Joins words and joins clauses using 'and'

Text
 Sequencing sentences to form short narratives

Punctuation
 Separation of words with spaces

 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

 Capital letters for names and for the personal pronoun I

Terminology
 Uses and understands the grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Name:

Started:..... Completed:.....

Word		
<input type="checkbox"/> Formation of nouns using suffixes such as -ness, -er and by compounding, e.g. whiteboard	<input type="checkbox"/> Formation of adjectives using suffixes such as -ful, -less	<input type="checkbox"/> Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs
Sentence		
<input type="checkbox"/> Uses subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	<input type="checkbox"/> Expanded noun phrases for description and specification, e.g. blue butterfly	<input type="checkbox"/> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text		
<input type="checkbox"/> Correct choice and consistent use of present tense and past tense throughout writing	<input type="checkbox"/> Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming	
Punctuation		
<input type="checkbox"/> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	<input type="checkbox"/> Commas to separate items in a list	<input type="checkbox"/> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name
Terminology		
<input type="checkbox"/> Uses and understands the grammatical terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma		

Name:

Started:..... Completed:.....

Word

- | | | |
|--|---|---|
| <input type="checkbox"/> Formation of nouns using a range of prefixes, e.g. super-, anti-, auto- | <input type="checkbox"/> Use of the forms a or an according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box | <input type="checkbox"/> Word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver |
|--|---|---|

Sentence

-
- Expressing time, place and cause using conjunctions [e.g., when, before, after, while, so, because], adverbs [e.g., then, next, soon, therefore], or prepositions [e.g., before, after, during, in, because of]

Text

- | | | |
|--|--|--|
| <input type="checkbox"/> Introduction to paragraphs as a way to group related material | <input type="checkbox"/> Headings and sub-headings to aid presentation | <input type="checkbox"/> Use of the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with He went out to play |
|--|--|--|

Punctuation

-
- Introduction to inverted commas to punctuate direct speech

Terminology

-
- Uses and understands the grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Name:

Started:..... Completed:.....

Word
 The grammatical difference between plural and possessive -s

 Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was

Sentence
 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. the teacher expanded to: the strict maths teacher with curly hair

 Fronted adverbials, e.g. Later that day, I heard the bad news

Text
 Use of paragraphs to organise ideas around a theme

 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation
 Use of inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

 Apostrophes to mark plural possession, e.g. the girl's name, the girls' names

 Use of commas after fronted adverbials

Terminology
 Uses and understands the grammatical terminology: determiner, pronoun, possessive pronoun, adverbial

Name:

Started:..... Completed:.....

Word	
<input type="checkbox"/> Converting nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify	<input type="checkbox"/> Verb prefixes, e.g. dis-, de-, mis-, over- and re-
Sentence	
<input type="checkbox"/> Uses relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun	<input type="checkbox"/> Indicating degrees of possibility using adverbs [e.g., perhaps, surely] or modal verbs [e.g., might, should, will, must]
Text	
<input type="checkbox"/> Devices to build cohesion within a paragraph, e.g. then, after that, this, firstly	<input type="checkbox"/> Linking ideas across paragraphs using adverbials of time, e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before]
Punctuation	
<input type="checkbox"/> Brackets, dashes or commas to indicate parenthesis	<input type="checkbox"/> Use of commas to clarify meaning or avoid ambiguity
Terminology	
<input type="checkbox"/> Uses and understands the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Name:

Started:..... Completed:.....

Word		
<input type="checkbox"/> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out - discover; ask for - request; go in - enter	<input type="checkbox"/> How words are related by meaning as synonyms and antonym, e.g. big, large, little	
Sentence		
<input type="checkbox"/> Use of the passive to affect the presentation of information in a sentence, e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)	<input type="checkbox"/> The difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech	
Text		
<input type="checkbox"/> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g., the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	<input type="checkbox"/> Layout devices, e.g. headings, sub-headings, columns, bullets, or tables, to structure text	
Punctuation		
<input type="checkbox"/> Use of the semi-colon, colon and dash to mark the boundary between independent clauses, e.g. It's raining; I'm fed up <input type="checkbox"/> Use of the colon to introduce a list and use of semi-colons within lists	<input type="checkbox"/> Punctuation of bullet points to list information	<input type="checkbox"/> How hyphens can be used to avoid ambiguity, e.g. man eating shark versus man-eating shark, or recover versus re-cover
Terminology		
<input type="checkbox"/> Uses and understands the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		

Name:

Started:..... Completed:.....

Number & Place Value
 Counts to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

 Counts, reads and writes numbers to 100 in numerals; counts in multiples of 2s, 5s and 10s

 Identifies 1 more and 1 less than a given number

 Identifies and represents numbers using objects and pictorial representations including the number line, and uses the language of: equal to, more than, less than (fewer), most, least

 Reads and writes numbers from 1 to 20 in numerals and words

Addition, Subtraction, Multiplication & Division
 Reads, writes and interprets mathematical statements involving addition (+), subtraction (-) and equals (=) signs

 Represents and uses number bonds and related subtraction facts within 20

 Adds and subtracts one-digit and two-digit numbers to 20, including 0

 Solves one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
 Solves one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher

Fractions (Including Decimals & Percentages)
 Recognises, finds, and names a half as one of two equal parts of an object, shape, or quantity

 Recognises, finds, and names a quarter as 1 of 4 equal parts of an object, shape, or quantity

Name:

Started:..... Completed:.....

Number & Place Value

- | | | |
|--|---|--|
| <input type="checkbox"/> Counts in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward | <input type="checkbox"/> Identifies, represents, and estimates numbers using different representations, including the number line | <input type="checkbox"/> Reads and writes numbers to at least 100 in numerals and in words |
| <input type="checkbox"/> Recognises the place value of each digit in a two-digit number (10s, 1s) | <input type="checkbox"/> Compares and orders numbers from 0 up to 100; use and = signs | <input type="checkbox"/> Uses place value and number facts to solve problems |

Addition, Subtraction, Multiplication & Division

- | | | |
|--|--|--|
| <input type="checkbox"/> Solves problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities, and measures | <input type="checkbox"/> Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including 2 two-digit numbers | <input type="checkbox"/> Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
| <input type="checkbox"/> Solves problems with addition and subtraction applying their increasing knowledge of mental and written methods | <input type="checkbox"/> Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including adding 3 one-digit numbers | <input type="checkbox"/> Calculates mathematical statements for multiplication and division within the multiplication tables and writes them using the multiplication (\times), division (\div) and equals (=) signs |
| <input type="checkbox"/> Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100 | <input type="checkbox"/> Shows that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot | <input type="checkbox"/> Shows that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot |
| <input type="checkbox"/> Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and 1s | <input type="checkbox"/> Recognises and uses the inverse relationship between addition and subtraction and uses this to check calculations and solve missing number problems | <input type="checkbox"/> Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
| <input type="checkbox"/> Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and 10s | | |

Fractions (Including Decimals & Percentages)

- | | |
|---|---|
| <input type="checkbox"/> Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity | <input type="checkbox"/> Writes simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$ and recognises the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ |
|---|---|

Name:

Started:..... Completed:.....

Number & Place Value		
<input type="checkbox"/> Counts from 0 in multiples of 4, 8, 50 and 100; finds 10 or 100 more or less than a given number <input type="checkbox"/> Recognises the place value of each digit in a 3-digit number	<input type="checkbox"/> Compares and orders numbers up to 1,000 <input type="checkbox"/> Identifies, represents, and estimates numbers using different representations	<input type="checkbox"/> Reads and writes numbers up to 1,000 in numerals and in words <input type="checkbox"/> Solves number problems and practical problems involving Year 3 number and place value statutory requirements
Addition, Subtraction, Multiplication & Division		
<input type="checkbox"/> Adds and subtracts numbers mentally, including a three-digit number and 1s <input type="checkbox"/> Adds and subtracts numbers mentally, including a three-digit number and 10s <input type="checkbox"/> Adds and subtracts numbers mentally, including a three-digit number and 100s <input type="checkbox"/> Adds and subtracts numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	<input type="checkbox"/> Estimates the answer to a calculation and uses inverse operations to check answers <input type="checkbox"/> Solves problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <input type="checkbox"/> Recalls and uses multiplication and division facts for the 3, 4 and 8 multiplication tables	<input type="checkbox"/> Writes and calculates mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <input type="checkbox"/> Solves 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
Fractions (Including Decimals & Percentages)		
<input type="checkbox"/> Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <input type="checkbox"/> Recognises, finds, and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators <input type="checkbox"/> Recognises and uses fractions as numbers: unit fractions and non-unit fractions with small denominators	<input type="checkbox"/> Recognises and shows, using diagrams, equivalent fractions with small denominators <input type="checkbox"/> Adds and subtracts fractions with the same denominator within one whole, e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	<input type="checkbox"/> Compares and orders unit fractions, and fractions with the same denominators <input type="checkbox"/> Solves fraction problems that involve all the Year 3 statutory requirements

Name:

Started:..... Completed:.....

Number & Place Value

- | | | |
|--|--|--|
| <input type="checkbox"/> Counts in multiples of 6, 7, 9, 25 and 1,000
<input type="checkbox"/> Finds 1,000 more or less than a given number
<input type="checkbox"/> Counts backwards through zero to include negative numbers
<input type="checkbox"/> Recognises the place value of each digit in a four-digit number | <input type="checkbox"/> Orders and compares numbers beyond 1,000
<input type="checkbox"/> Identifies, represents and estimates numbers using different representations
<input type="checkbox"/> Rounds any number to the nearest 10, 100 or 1,000 | <input type="checkbox"/> Solves number and practical problems that involve all the Year 4 number and place value statutory requirements, and with increasingly large positive numbers
<input type="checkbox"/> Reads Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value |
|--|--|--|

Addition, Subtraction, Multiplication & Division

- | | | |
|---|---|---|
| <input type="checkbox"/> Adds and subtracts numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
<input type="checkbox"/> Estimates and uses inverse operations to check answers to a calculation
<input type="checkbox"/> Solves addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | <input type="checkbox"/> Recalls multiplication and division facts for multiplication tables up to 12×12
<input type="checkbox"/> Uses place value of known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
<input type="checkbox"/> Recognises and uses factor pairs and commutativity in mental calculations | <input type="checkbox"/> Multiplies two-digit and three-digit numbers by a one-digit number using formal written layout
<input type="checkbox"/> Solves problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |
|---|---|---|

Fractions (Including Decimals & Percentages)

- | | | |
|---|---|--|
| <input type="checkbox"/> Recognises and shows, using diagrams, families of common equivalent fractions
<input type="checkbox"/> Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10
<input type="checkbox"/> Solves problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number | <input type="checkbox"/> Adds and subtracts fractions with the same denominator
<input type="checkbox"/> Recognises and writes decimal equivalents of any number of tenths or hundreds
<input type="checkbox"/> Recognises and writes decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
<input type="checkbox"/> Finds 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 | <input type="checkbox"/> Rounds decimals with 1 decimal place to nearest whole number
<input type="checkbox"/> Compares numbers with the same number of decimal places up to 2 decimal places
<input type="checkbox"/> Solves simple measure and money problems involving fractions and decimals to 2 decimal places |
|---|---|--|

Name:

Started:..... Completed:.....

Number & Place Value		
<input type="checkbox"/> Reads, writes, orders, and compares numbers to at least 1,000,000 and determines the value of each digit	<input type="checkbox"/> Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers, including through 0	<input type="checkbox"/> Solves number problems and practical problems that involve all the Year 5 number and place value statutory requirements
<input type="checkbox"/> Counts forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	<input type="checkbox"/> Rounds any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	<input type="checkbox"/> Reads Roman numerals to 1,000 (M) and recognises years written in Roman numerals
Addition, Subtraction, Multiplication & Division		
<input type="checkbox"/> Adds and subtracts whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	<input type="checkbox"/> Knows and uses the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	<input type="checkbox"/> Multiplies and divides whole numbers and those involving decimals by 10, 100 and 1,000
<input type="checkbox"/> Adds and subtracts numbers mentally with increasingly large numbers	<input type="checkbox"/> Establishes whether a number up to 100 is prime and recalls prime numbers up to 19	<input type="checkbox"/> Recognises and uses square numbers and cube numbers, and the notation for squared (2) and cubed (3)
<input type="checkbox"/> Uses rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	<input type="checkbox"/> Multiplies numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	<input type="checkbox"/> Solves problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
<input type="checkbox"/> Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	<input type="checkbox"/> Multiplies and divides numbers mentally, drawing upon known facts	<input type="checkbox"/> Solves problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
<input type="checkbox"/> Identifies multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers	<input type="checkbox"/> Divides numbers up to 4 digits by a one-digit number using the formal written method of short division and interprets remainders appropriately for the context	<input type="checkbox"/> Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
Fractions (Including Decimals & Percentages)		
<input type="checkbox"/> Compares and orders fractions whose denominators are all multiples of the same number	<input type="checkbox"/> Multiplies proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	<input type="checkbox"/> Reads, writes, orders and compares numbers with up to 3 decimal places
<input type="checkbox"/> Identifies, names, and writes equivalent fractions of a given fraction, represented visually, including tenths and hundredths	<input type="checkbox"/> Reads and writes decimal numbers as fractions	<input type="checkbox"/> Solves problems involving number up to 3 decimal places
<input type="checkbox"/> Recognises mixed numbers and improper fractions and converts from one form to the other and writes mathematical statements > 1 as a mixed number, e.g. $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$	<input type="checkbox"/> Recognises and uses thousandths, relating them to tenths, hundredths and decimal equivalents	<input type="checkbox"/> Recognises the per cent symbol (%) and understands that per cent relates to 'number of parts per 100', and writes percentages as a fraction with denominator 100, and as a decimal fraction
<input type="checkbox"/> Adds and subtracts fractions with the same denominator and denominators that are multiples of the same number	<input type="checkbox"/> Rounds decimals with 2 decimal places to the nearest whole number and to 1 decimal place	<input type="checkbox"/> Solves 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

Name:

Started:..... Completed:.....

Number & Place Value		
<input type="checkbox"/> Reads, writes, orders, and compares numbers up to 10,000,000 and determines the value of each digit <input type="checkbox"/> Rounds any whole number to a required degree of accuracy	<input type="checkbox"/> Uses negative numbers in context, and calculates intervals across 0	<input type="checkbox"/> Solves number and practical problems that involve all the Year 6 number and place value statutory requirements
Addition, Subtraction, Multiplication & Division		
<input type="checkbox"/> Multiplies multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication <input type="checkbox"/> Divides numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interprets remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	<input type="checkbox"/> Divides 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 <input type="checkbox"/> Performs mental calculations, including with mixed operations and large numbers <input type="checkbox"/> Identifies common factors, common multiples and prime numbers <input type="checkbox"/> Use their knowledge of the order of operations to carry out calculations involving the four operations	<input type="checkbox"/> Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <input type="checkbox"/> Solves problems involving addition, subtraction, multiplication, and division <input type="checkbox"/> Uses estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Fractions (Including Decimals & Percentages)		
<input type="checkbox"/> Uses common factors to simplify fractions; uses common multiples to express fractions in the same denomination <input type="checkbox"/> Compares and orders fractions, including fractions >1 <input type="checkbox"/> Adds and subtracts fractions with different denominators and mixed numbers, using the concept of equivalent fractions <input type="checkbox"/> Multiplies simple pairs of proper fractions, writing the answer in its simplest form, e.g. $1/4 \times 1/2 = 1/8$	<input type="checkbox"/> Divides proper fractions by whole numbers, e.g. $1/3 \div 2 = 1/6$ <input type="checkbox"/> Associates a fraction with division and calculate decimal fraction equivalents, e.g. 0.375, for a simple fraction, e.g. $3/8$ <input type="checkbox"/> Identifies the value of each digit in numbers given to 3 decimal places and multiplies and divides numbers by 10, 100 and 1,000 giving answers up to 3 decimal places <input type="checkbox"/> Multiplies one-digit numbers with up to 2 decimal places by whole numbers	<input type="checkbox"/> Uses written division methods in cases where the answer has up to 2 decimal places <input type="checkbox"/> Solves problems which require answers to be rounded to specified degrees of accuracy <input type="checkbox"/> Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts
Ratio, Proportion & Rates of Change		
<input type="checkbox"/> Solves problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts <input type="checkbox"/> Solves problems involving the calculation of percentages and the use of percentages for comparison	<input type="checkbox"/> Solves problems involving similar shapes where the scale factor is known or can be found	<input type="checkbox"/> Solves problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra		
<input type="checkbox"/> Uses simple formulae <input type="checkbox"/> Generates and describes linear number sequences	<input type="checkbox"/> Expresses missing number problems algebraically <input type="checkbox"/> Finds pairs of numbers that satisfy an equation with two unknowns	<input type="checkbox"/> Enumerates possibilities of combinations of two variables

Name:

Started:..... Completed:.....

Properties of Shape Recognises and names common 2D shapes, e.g. rectangles (including squares), circles and triangles Recognises and names common 3D shapes, e.g. cuboids (including cubes), pyramids and spheres**Position and Direction** Describes position and direction and can use whole, half, quarter and three-quarter turns to explain movement

Name:

Started:..... Completed:.....

Properties of Shape Identifies and describes the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Identifies 2-D shapes on the surface of 3-D shapes, e.g. a circle on a cylinder Compares and sorts common 2-D and 3-D shapes and everyday objects Identifies and describes the properties of 3-D shapes, including the number of edges, vertices and faces**Position and Direction** Orders and arranges combinations of mathematical objects in patterns and sequences Uses 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)

Name:

Started:..... Completed:.....

Properties of Shape

- Draws 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognises angles as a property of shape or a description of a turn

- Identifies right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle

- Identifies horizontal and vertical lines and pairs of perpendicular and parallel lines

Name:

Started:..... Completed:.....

Properties of Shape Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identifies lines of symmetry in 2-D shapes presented in different orientations Completes a simple symmetric figure with respect to a specific line of symmetry Identifies acute and obtuse angles and compares and orders angles up to 2 right angles by size**Position and Direction** Describes positions on a 2-D grid as coordinates in the first quadrant Describes movements between positions as translations of a given unit to the left/right and up/down Plots specified points and draws sides to complete a given polygon

Name:

Started:..... Completed:.....

Properties of Shape Identifies 3D shapes, including cubes and other cuboids, from 2D representations Knows angles are measured in degrees: estimates and compares acute, obtuse, and reflex angles Draws given angles, and measures them in degrees ($^{\circ}$) Identifies angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°) and other multiples of 90° Uses the properties of rectangles to deduce related facts and find missing lengths and angles Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles**Position and Direction** Identifies, describes, and represents the position of a shape following a reflection or translation, using the appropriate language, and knows that the shape has not changed

Name:

Started:..... Completed:.....

Properties of Shape

- | | | |
|--|---|---|
| <input type="checkbox"/> Draws 2-D shapes using given dimensions and angles | <input type="checkbox"/> Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals, and regular polygons | <input type="checkbox"/> Recognises angles where they meet at a point, are on a straight line, or are vertically opposite, and finds missing angles |
| <input type="checkbox"/> Recognises, describes and builds simple 3-D shapes, including making nets | <input type="checkbox"/> Illustrates and names parts of circles, including radius, diameter and circumference and knows that the diameter is twice the radius | |

Position and Direction

- | | |
|--|--|
| <input type="checkbox"/> Describes positions on the full coordinate grid (all 4 quadrants) | <input type="checkbox"/> Draws and translates simple shapes on the coordinate plane, and reflects them in the axes |
|--|--|

Name:

Started:..... Completed:.....

Measurement

- | | | |
|--|---|---|
| <input type="checkbox"/> Compares, describes, and solves practical problems for lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half | <input type="checkbox"/> Measures and begins to record lengths and heights
<input type="checkbox"/> Measures and begins to record mass/weight
<input type="checkbox"/> Measures and begins to record capacity and volume
<input type="checkbox"/> Measures and begins to record time (hours, minutes, seconds)
<input type="checkbox"/> Recognises and knows the value of all of the different denominations of coins and notes | <input type="checkbox"/> Sequences events in chronological order using language, e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening
<input type="checkbox"/> Recognises and uses language relating to dates, including days of the week, weeks, months, and years
<input type="checkbox"/> Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times |
| <input type="checkbox"/> Compares, describes, and solves practical problems for mass/weight, e.g. heavy/light, heavier than, lighter than | | |
| <input type="checkbox"/> Compares, describes, and solves practical problems for capacity and volume, e.g. full/empty, more than, less than, half, half full, quarter | | |
| <input type="checkbox"/> Compares, describes, and solves practical problems for time, e.g. quicker, slower, earlier, later | | |

Name:

Started:..... Completed:.....

Measurement

- | | | |
|---|---|--|
| <input type="checkbox"/> Chooses and uses appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers | <input type="checkbox"/> Compares and orders lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ | <input type="checkbox"/> Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| <input type="checkbox"/> Chooses and uses appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales | <input type="checkbox"/> Recognises and uses symbols for pounds (£) and pence (p); combine amounts to make a particular value | <input type="checkbox"/> Compares and sequences intervals of time |
| <input type="checkbox"/> Chooses and uses appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers | <input type="checkbox"/> Finds different combinations of coins that equal the same amounts of money | <input type="checkbox"/> Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times |
| <input type="checkbox"/> Chooses and uses appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels | | <input type="checkbox"/> Knows the number of minutes in an hour and the number of hours in a day |

Name:

Started:..... Completed:.....

Measurement

- Measures, compares, adds, and subtracts lengths (m/cm/mm)
- Measures, compares, adds, and subtracts mass (kg/g)
- Measures, compares, adds, and subtracts volume/capacity (l/ml)
- Measures the perimeter of simple 2-D shapes

- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts
- Tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- Estimates and reads time with increasing accuracy to the nearest minute; records and compares time in terms of seconds, minutes and hours; uses vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Knows the number of seconds in a minute and the number of days in each month, year, and leap year
- Compares durations of events, e.g. to calculate the time taken by particular events or tasks

Name:

Started:..... Completed:.....

Measurement

- | | | |
|---|---|---|
| <input type="checkbox"/> Converts between different units of metric measure, e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre | <input type="checkbox"/> Finds the area of rectilinear shapes by counting squares | <input type="checkbox"/> Reads, writes, and converts time between analogue and digital 12- and 24-hour clocks |
| <input type="checkbox"/> Measures and calculates the perimeter of a rectilinear figure (including squares) in centimetres and metres | <input type="checkbox"/> Estimates, compares and calculates different measures, including money in pounds and pence | <input type="checkbox"/> Solves problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days |

Name:

Started:..... Completed:.....

Measurement

- | | | |
|---|---|--|
| <input type="checkbox"/> Converts between different units of metric measure, e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre | <input type="checkbox"/> Calculates and compares the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes | <input type="checkbox"/> Solves problems involving converting between units of time |
| <input type="checkbox"/> Understands and uses approximate equivalences between metric units and common imperial units such as inches, pounds and pints | <input type="checkbox"/> Estimates volume [e.g. using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [e.g. using water] | <input type="checkbox"/> Uses all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling |
| <input type="checkbox"/> Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres | | |

Name:

Started:..... Completed:.....

Measurement

- | | | |
|--|--|--|
| <input type="checkbox"/> Solves problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate | <input type="checkbox"/> Recognises that shapes with the same areas can have different perimeters and vice versa | <input type="checkbox"/> Calculates the area of parallelograms and triangles |
| <input type="checkbox"/> Uses, reads, writes, and converts 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 3 decimal places | <input type="checkbox"/> Recognises when it is possible to use formulae for area and volume of shapes | <input type="checkbox"/> Calculates, estimates, and compares volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units, e.g. mm ³ and km ³ |
| <input type="checkbox"/> Converts between miles and kilometres | | |

Name:

Started:..... Completed:.....

Statistics

 Interprets and constructs simple pictograms, tally charts, block diagrams and tables Asks and answers simple questions by counting the number of objects in each category and sorting the categories by quantity Asks and answers questions about totalling and comparing categorical data

Name:

Started:..... Completed:.....

Statistics Interprets and presents data using bar charts, pictograms and tables Solves one- and two-step questions using information presented in pictograms, scaled bar charts and tables

Name:

Started:..... Completed:.....

Statistics Interprets and presents discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Name:

Started:..... Completed:.....

Statistics Solves comparison, sum and difference problems using information presented in a line graph Completes, reads and interprets information in tables including timetables

Name:

Started:..... Completed:.....

Statistics

 Interprets and constructs pie charts and line graphs and uses these to solve problems Calculates and interprets the mean as an average

Name:

Started:..... Completed:.....

Plants
 Identifies and names a variety of common wild and garden plants, including deciduous and evergreen trees

 Identifies and describes the basic structure of a variety of common flowering plants, including trees

Animals, Including Humans
 Identifies and names a variety of common animals including fish, amphibians, reptiles, birds, and mammals

 Describes and compares the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)

 Identifies, names, draws, and labels the basic parts of the human body and says which part of the body is associated with each sense

 Identifies and names a variety of common animals that are carnivores, herbivores, and omnivores

Everyday Materials
 Distinguishes between an object and the material from which it is made

 Describes the simple physical properties of a variety of everyday materials

 Compares and groups together a variety of everyday materials on the basis of their simple physical properties

 Identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Seasonal Changes
 Observes changes across the four seasons

 Observes and describes weather associated with the seasons and how day length varies

Working Scientifically
 Asks questions about what they have observed

 Performs simple directed tests with some supervision

 Communicates about their observations and begins to relate them to broad ideas

 Observes with guidance, using simple equipment with some supervision

 Names familiar objects, properties and observable events, classifying into easily observable groupings

 Uses drawing to record observations/ideas

Name:

Started:..... Completed:.....

Living Things and their Habitats

- | | | |
|--|---|---|
| <input type="checkbox"/> Explores and compares the differences between things that are living, dead, and things that have never been alive | <input type="checkbox"/> Identifies and names a variety of plants and animals in their habitats, including micro-habitats | <input type="checkbox"/> Describes how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identifies and names different sources of food |
| <input type="checkbox"/> Identifies that most living things live in habitats to which they are suited and describes how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | | |

Plants

- | | |
|---|--|
| <input type="checkbox"/> Observes and describes how seeds and bulbs grow into mature plants | <input type="checkbox"/> Finds out and describes how plants need water, light, and a suitable temperature to grow and stay healthy |
|---|--|

Animals, Including Humans

- | | | |
|--|---|--|
| <input type="checkbox"/> Notices that animals, including humans, have offspring which grow into adults | <input type="checkbox"/> Finds out about and describe the basic needs of animals, including humans, for survival (water, food, and air) | <input type="checkbox"/> Describes the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
|--|---|--|

Uses of Everyday Materials

- | | |
|---|--|
| <input type="checkbox"/> Identifies and compares the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses | <input type="checkbox"/> Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching |
|---|--|

Working Scientifically

- | | | |
|---|--|--|
| <input type="checkbox"/> Asks simple questions and recognises that they can be answered in different ways | <input type="checkbox"/> Performs simple tests | <input type="checkbox"/> Uses their observations and ideas to suggest answers to questions |
| <input type="checkbox"/> Observes closely, using simple equipment | <input type="checkbox"/> Identifies and classifies | <input type="checkbox"/> Gathers and records data to help in answering questions |

Name:

Started:..... Completed:.....

Plants		
<input type="checkbox"/> Identifies and describes the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <input type="checkbox"/> Explores the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	<input type="checkbox"/> Investigates the way in which water is transported within plants	<input type="checkbox"/> Explores the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals, Including Humans		
<input type="checkbox"/> Identifies that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	<input type="checkbox"/> Identifies that humans and some other animals have skeletons and muscles for support, protection, and movement	
Rocks		
<input type="checkbox"/> Compares and groups together different kinds of rocks on the basis of their appearance and simple physical properties	<input type="checkbox"/> Describes in simple terms how fossils are formed when things that have lived are trapped within rock	<input type="checkbox"/> Recognises that soils are made from rocks and organic matter
Light		
<input type="checkbox"/> Recognises that they need light in order to see things and that dark is the absence of light <input type="checkbox"/> Notices that light is reflected from surfaces	<input type="checkbox"/> Recognises that light from the sun can be dangerous and that there are ways to protect their eyes <input type="checkbox"/> Recognises that shadows are formed when the light from a light source is blocked by an opaque object	<input type="checkbox"/> Finds patterns in the way that the size of shadows change
Forces & Magnets		
<input type="checkbox"/> Compares how things move on different surfaces <input type="checkbox"/> Notices that some forces need contact between two objects, but magnetic forces can act at a distance	<input type="checkbox"/> Observes how magnets attract or repel each other and attract some materials and not others <input type="checkbox"/> Compares and groups together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identifies some magnetic materials	<input type="checkbox"/> Describes magnets as having two poles <input type="checkbox"/> Predicts whether two magnets will attract or repel each other, depending on which poles are facing
Working Scientifically		
<input type="checkbox"/> Asks their own questions about what they notice, using their own scientific experiences to help answer them. <input type="checkbox"/> Helps to set up simple practical enquiries, identifying a relevant method of testing something, e.g. measure it by 'timing how long' <input type="checkbox"/> Makes systematic and careful observations with direction, and where appropriate, takes measurements which grow in accuracy using standard units, with a range of familiar equipment and begins to use unfamiliar equipment such as data loggers with support	<input type="checkbox"/> Gathers and classifies data from their own observations and measurements, helping to make choices about how it is presented so that it answers scientific questions and makes sense to others <input type="checkbox"/> Records findings using simple scientific language and drawings, and with some direction to create labelled diagrams, keys, bar charts and tables with growing accuracy <input type="checkbox"/> Talks, writes about and presents their findings from enquiries in a variety of ways, individually and as part of a group	<input type="checkbox"/> Uses the information they have gathered and the patterns they see in their results to begin to draw simple conclusions, make mostly reasonable predictions, consider improvements suggested to them and raise their own simple question or idea <input type="checkbox"/> Recognises similarities, patterns and differences in their observations and investigations and begins to link these to the original question <input type="checkbox"/> Responds to questions or supports their findings using simple scientific evidence which show an understanding of the relationship between factors, e.g. the less shade there was, the less bugs there were

Name:

Started:..... Completed:.....

Living Things and their Habitats		
<input type="checkbox"/> Recognises that living things can be grouped in a variety of ways	<input type="checkbox"/> Explores and uses classification keys to help group, identify and name a variety of living things in their local and wider environment	<input type="checkbox"/> Recognises that environments can change and that this can sometimes pose dangers to living things
Animals, Including Humans		
<input type="checkbox"/> Describes the simple functions of the basic parts of the digestive system in humans	<input type="checkbox"/> Identifies the different types of teeth in humans and their simple functions	<input type="checkbox"/> Constructs and interprets a variety of food chains, identifying producers, predators, and prey
States of Matter		
<input type="checkbox"/> Compares and groups materials together, according to whether they are solids, liquids, or gases	<input type="checkbox"/> Observes that some materials change state when they are heated or cooled, and measures or researches the temperature at which this happens in degrees Celsius (°C)	<input type="checkbox"/> Identifies the part played by evaporation and condensation in the water cycle and associates the rate of evaporation with temperature
Sound		
<input type="checkbox"/> Identifies how sounds are made, associating some of them with something vibrating <input type="checkbox"/> Recognises that vibrations from sounds travel through a medium to the ear	<input type="checkbox"/> Finds patterns between the pitch of a sound and features of the object that produced it <input type="checkbox"/> Finds patterns between the volume of a sound and the strength of the vibrations that produced it	<input type="checkbox"/> Recognises that sounds get fainter as the distance from the sound source increases
Electricity		
<input type="checkbox"/> Identifies common appliances that run on electricity <input type="checkbox"/> Constructs a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers	<input type="checkbox"/> Identifies whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery <input type="checkbox"/> Recognises that a switch opens and closes a circuit and associates this with whether or not a lamp lights in a simple series circuit	<input type="checkbox"/> Recognises some common conductors and insulators, and associates metals with being good conductors
Working Scientifically		
<input type="checkbox"/> Asks relevant questions and uses different types of scientific enquiries to answer them <input type="checkbox"/> Sets up simple practical enquiries, comparative and fair tests <input type="checkbox"/> Makes systematic and careful observations and, where appropriate, takes accurate measurements using standard units, uses a range of equipment, including thermometers and data loggers	<input type="checkbox"/> Gathers, records, classifies, and presents data in a variety of ways to help in answering questions <input type="checkbox"/> Records findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <input type="checkbox"/> Reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	<input type="checkbox"/> Uses results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions <input type="checkbox"/> Identifies differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> Uses straightforward scientific evidence to answer questions or to support their findings

Name:

Started:..... Completed:.....

Living Things and their Habitats		
<input type="checkbox"/> Describes the differences in the life cycles of a mammal, an amphibian, an insect, and a bird	<input type="checkbox"/> Describes the life process of reproduction in some plants and animals	
Animals, Including Humans		
<input type="checkbox"/> Describes the changes as humans develop to old age		
Properties and Changes of Materials		
<input type="checkbox"/> Compares and groups together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets <input type="checkbox"/> Knows that some materials will dissolve in liquid to form a solution, and describes how to recover a substance from a solution	<input type="checkbox"/> Uses knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating <input type="checkbox"/> Gives reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood, and plastic	<input type="checkbox"/> Demonstrates that dissolving, mixing and changes of state are reversible changes <input type="checkbox"/> Explains that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Earth and Space		
<input type="checkbox"/> Describes the movement of the Earth, and other planets, relative to the Sun in the solar system <input type="checkbox"/> Describes the movement of the Moon relative to the Earth	<input type="checkbox"/> Describes the Sun, Earth, and Moon as approximately spherical bodies	<input type="checkbox"/> Uses the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
Forces		
<input type="checkbox"/> Explains that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<input type="checkbox"/> Identifies the effects of air resistance, water resistance and friction, that act between moving surfaces	<input type="checkbox"/> Recognises that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect
Working Scientifically		
<input type="checkbox"/> Plans and designs simple scientific investigations and enquiries which will answer a question mostly independently, beginning to recognise the variables they will need to control and how this will make a fair test <input type="checkbox"/> Takes measurements using standard units using a range of scientific equipment with increasing accuracy, taking repeat readings when prompted	<input type="checkbox"/> Records their data/information using a range of methods, e.g. scientific language, charts, tables, drawings <input type="checkbox"/> Begins to formulate predictions with some direction, based on their observations and test results	<input type="checkbox"/> Presents their findings, including any significant patterns and/or relationships they have found and simple conclusions which include a simple evaluation of their approach or method in oral and written forms <input type="checkbox"/> Identifies clear evidence that provides simple data/information relating to a specific scientific idea or argument, stating whether it is in support or refutation

Name:

Started:..... Completed:.....

Living Things and their Habitats		
<input type="checkbox"/> Describes how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants, and animals	<input type="checkbox"/> Gives reasons for classifying plants and animals based on specific characteristics	
Animals, Including Humans		
<input type="checkbox"/> Identifies and names the main parts of the human circulatory system, and describes the functions of the heart, blood vessels and blood	<input type="checkbox"/> Recognises the impact of diet, exercise, drugs, and lifestyle on the way their bodies function	<input type="checkbox"/> Describes the ways in which nutrients and water are transported within animals, including humans
Evolution and Inheritance		
<input type="checkbox"/> Recognises that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<input type="checkbox"/> Recognises that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	<input type="checkbox"/> Identifies how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Light		
<input type="checkbox"/> Recognises that light appears to travel in straight lines <input type="checkbox"/> Uses the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	<input type="checkbox"/> Explains that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	<input type="checkbox"/> Uses the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Electricity		
<input type="checkbox"/> Associates the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	<input type="checkbox"/> Compares and gives reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	<input type="checkbox"/> Uses recognised symbols when representing a simple circuit in a diagram
Working Scientifically		
<input type="checkbox"/> Plans different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <input type="checkbox"/> Takes measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	<input type="checkbox"/> Records data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs <input type="checkbox"/> Uses test results to make predictions to set up further comparative and fair tests	<input type="checkbox"/> Reports and presents findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <input type="checkbox"/> Identifies scientific evidence that has been used to support or refute ideas or arguments



Want to find out more?

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Or get in touch with us...

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