

Symphony Learning Framework For Reading, Writing and Maths



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About 'Symphony Learning Framework'

Symphony Learning Framework is a curriculum coverage document for Reading, Writing and Maths; **not a summative assessment tool**. For summative assessment, schools should use 'Symphony On-Track'.

The Framework covers suggested termly objectives for Reading, Writing and Mathematics. The objectives are derived directly from the Symphony Assessment System (V5) which has now been replaced by 'Symphony On-Track'.

The objectives in the Symphony Assessment System were seen to demonstrate high expectations of pupils; too high in the opinion of most. It became apparent that children were being expected to meet end of year expectations too early and by the Spring (or Step 2) in SAS, especially in Key Stage 2.

As such, teachers can follow the curriculum progression in the Symphony Learning Framework in the knowledge that the high expectations will help ensure that children have an excellent opportunity to meet end of year expectations as defined by **Symphony On Track**.

The following tables can be used to support teachers' planning for year group curriculum objectives on a rough term by term basis for Mathematics, Writing and Reading. This includes coverage for Pre-Year 1 and beyond Year 6.

Year Group	Pre - Year 1 (page 1 of 2)		
Strand	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. 	<ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. <ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. <p>Write numerals to 10 with some reversals</p>	<ul style="list-style-type: none"> • Can place 0-20 in order and say which number • one more or one less than a given number up to 20 • Count to and cross 20, forwards and backwards beginning with 0 or 1 from any given number (exceeding) • Write numerals to 20 with some reversal.
Addition and Subtraction	<ul style="list-style-type: none"> • Sings action songs and rhyme related to addition and subtraction 	<ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Finds the total number of items in two groups by counting all of them • Subtracts practically by removing objects (e.g. taking away) • Records, using marks that they can interpret and explain • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting 	<ul style="list-style-type: none"> • Using quantities and objects add and subtract two single-digit numbers and count on or back to find the answer • Beginning to have an awareness of the addition and subtraction sign • In practical situations, begin to know their addition number facts to 10 • In practical activities and discussion, use the vocabulary involved in adding and subtracting (add, take away)
Multiplication, Division and Fractions			<ul style="list-style-type: none"> • In <u>practical situations</u> they solve problems, including doubling, halving and sharing

***Key**

P= Pre-level

Year Group	Pre-Year 1 (page 2 of 2)		
Strand	Autumn	Spring	Summer
Measurement	<ul style="list-style-type: none"> Shows interest in practical activities related to length, capacity and weight 	<ul style="list-style-type: none"> Uses everyday language related to time Orders two or three items by length or height Uses familiar objects and common shapes to create and recreate patterns and build models Orders two items by weight or capacity 	<ul style="list-style-type: none"> Uses everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems
Properties of Shapes	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects Shows awareness of similarities of shapes in the environment Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Shows interest in shapes in the environment Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' 	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes (including cube, cuboid, sphere, cylinder, cone, pyramid) and 'flat' 2D shapes (including circle, triangle, square, oblong, oval) and mathematical terms to describe shapes Selects a particular named shape 	<ul style="list-style-type: none"> Explores characteristics of everyday objects and shapes and use mathematical language to describe them Recognises, creates and describes pattern
Position and Direction	<ul style="list-style-type: none"> Uses positional language 	<ul style="list-style-type: none"> Describes their relative position such as 'behind' or 'next to' 	<ul style="list-style-type: none"> Uses everyday language to talk about position and distance (near, far, in front, on top, next to, under...)

***Key**

P= Pre-level

Year Group	Year 1 (page 1 of 2)		
Strand	Autumn	Spring	Summer Y1
Number and Place Value	<ul style="list-style-type: none"> ■count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number ■read numbers to 20 in numerals ■order numbers up to 50 and say one more and one less using concrete objects or pictorial representations ■using quantities or objects, count in multiples of 2 ■identify and represent numbers using objects and pictorial representations ■use language one more and one less in practical situations using concrete objects or pictorial representations 	<ul style="list-style-type: none"> ■count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ■count, read and write numbers to 100 in numerals; count in multiples of twos and tens ■count in multiples of twos to 50 and tens to 100 ■given a 2 digit number, identify one more and one less ■identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ■read and write numbers from 1 to 20 in numerals ■begin to recognise odd and even numbers ■begin to understand the place value of tens and units 	<p><i>Refer to non-statutory guidance for exemplification</i></p> <ul style="list-style-type: none"> ■count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number ■able to say one more or one less than a number beyond 100 ■count in multiples of 2s, 5s to 100 and 10s to 120 ■given a number, say one more and one less ■write numbers 1-20 in numerals and words (not necessarily spelt correctly) ■recognise odd and even numbers
Addition and Subtraction	<ul style="list-style-type: none"> ■start to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 10 ■begin to know number bonds to 10 (using concrete objects or pictorial representations) ■solve one-step problems that involve addition and subtraction using concrete objects ■use the vocabulary associated with + and - (e.g. add, take away, more, less, subtract, minus) 	<ul style="list-style-type: none"> ■read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 20 [e.g. $7+6=13$, $5-3=2$, and $13 = 7+6$, $2=5-3$] ■know bonds of all numbers to 10 (with concrete objects or pictorial representations) ■represent and use number bonds ■add and subtract one-digit and two-digit numbers to 20, including zero ■solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. Numbers to 20. ■understand the vocabulary associated with problem solving 	<ul style="list-style-type: none"> ■read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 100. ■add and subtract one digit and two digit numbers to 100 [e.g. $46+3=49$, $65-3=62$, and $43 = 41+2$, $52=55-3$] ■represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations) ■begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations) ■solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. Numbers to 100.
Multiplication and Division	<ul style="list-style-type: none"> ■begin to know doubles up to double 5 ■begin to know halves up to 10 ■solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, with the support of the teacher. ■recognise patterns of numbers in 10x table 	<ul style="list-style-type: none"> ■begin to know doubles to double 10 ■begin to know corresponding halves ■solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations with the support of the teacher. ■recognise patterns of numbers in X2, X10 ■recognise odd and even numbers 	<ul style="list-style-type: none"> ■group objects into 2,5, or 10 to aid counting ■solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ■recognise patterns of numbers in x2, x10, x5
Fractions	<ul style="list-style-type: none"> ■recognise, find and name a half as one of two equal parts of a shape ■find half of a quantity less than 10 using concrete objects 	<ul style="list-style-type: none"> ■recognise, find and name a half as one of two equal parts of an object, shape or quantity using concrete objects ■recognise, find and name a quarter as one of four equal parts of an object or shape using concrete objects 	<ul style="list-style-type: none"> ■recognise, find and name a quarter as one of four equal parts of an object, shape or a quantity using concrete objects
Problem Solving and Reasoning	<p>Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems</u> and reasoning mathematically, using the content above.</p>		

Year Group	Year 1 (page 2 of 2)		
Strand	Autumn	Spring	Summer Y1 <i>Refer to non-statutory guidance for exemplification</i>
Measurement	<ul style="list-style-type: none"> ■ children use everyday language to talk about mass/weight and volume/capacity ■ compare, describe and solve practical problems for: <ul style="list-style-type: none"> □ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] e.g. which is taller? Which is shorter? □ mass/weight [for example, heavy/light, heavier than, lighter than] e.g. which is heavier? Which is the heaviest? □ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ■ measure and begin to record the following using non-standard measures <ul style="list-style-type: none"> □ lengths and heights e.g. cubes, hands, worms □ mass/weight e.g. cubes, teddy bears □ capacity and volume e.g. cups, sand, rice ■ begin to recognise different denominations of coins and notes ■ begin to recognise and use language relating to including days of the week and be able to sequence these ■ tell the time to the hour and begin to draw the hands on a clock face to show these times. 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ begin to measure the following using standard units of measurement and equipment e.g. rulers <ul style="list-style-type: none"> □ lengths and heights e.g. rulers, metre sticks □ mass/weight e.g. scales □ capacity and volume e.g. measuring jugs ■ recognise the value of different denominations of coins and notes (NOT conversion at this stage) ■ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ■ recognise and use language relating to dates, including days of the week, weeks, months and years ■ tell the time to the hour and half past the hour and begin to draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> ■ use everyday language to compare, describe and solve practical problems for time for example, quicker, slower, earlier and later ■ measure and begin to record time (hours, minutes, seconds) ■ know the names of the seasons ■ know the names and sequence of the months ■ begin to measure and record the following using standard units of measurement and equipment when given the equipment and units of measure to use <ul style="list-style-type: none"> □ lengths and heights e.g. pen = 7cm □ mass/weight e.g. glue stick = 10g □ capacity and volume e.g. cup = 100ml
Properties of Shapes	<ul style="list-style-type: none"> ■ begin to recognise and name common 2-D shapes, including: <ul style="list-style-type: none"> □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ selects a particular named shape e.g. pick up the square, triangle, rectangle. 	<ul style="list-style-type: none"> ■ recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> □ 2-D shapes [for example, rectangles (including squares), circles and triangles] □ 3-D shapes [for example, sphere, cone, cube] 	<ul style="list-style-type: none"> ■ recognise and name common 2-D shapes in different orientations and sizes ■ recognise and name cube, cuboids, sphere, cylinder, cone and pyramid
Position and Direction	<ul style="list-style-type: none"> ■ know the vocabulary 'left' and 'right' 	<ul style="list-style-type: none"> ■ describe position, direction and movement, using the terms 'whole' and 'half' turns practically 	<ul style="list-style-type: none"> ■ describe position, direction and movement using the terms 'quarter' and 'three-quarter' turns
Statistics			<ul style="list-style-type: none"> ■ <u>begin</u> to Interpret simple pictograms where the picture is worth 1 unit ■ <u>begin</u> to Interpret simple tally charts
Problem Solving and Reasoning	<p>Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</u></p>		

Year Group		Year 2 (page 1 of 3) TAFs in orange (WTS) red (EXS) green (GDS)		
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y2 <i>Refer to non-statutory guidance for exemplification</i>
Number and Place Value	Use number bonds and related subtraction facts within 20	<ul style="list-style-type: none"> count in steps of 2 and 5 from 0; forwards and backwards Begin to use the term 'multiple' Identify and represent numbers using different representations estimate number of objects up to 20 compare and order numbers of objects up to 20 compare and order numbers up to 100 use number facts to solve problems read and write numbers up to 50 in words and numerals (not necessarily spelt correctly) 	<ul style="list-style-type: none"> count in steps of ten from any number, forward and backward Demonstrate an understanding of place value eg the difference in tens and ones 77 and 33 has a difference of 40 and 4 ones (can be practically) recognise the place value of each digit in a two-digit number (tens, ones) partition numbers into tens and ones name the value of any digit in whole numbers up to 99 identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words identify odd and even numbers use place value and number facts to solve problems. 	<ul style="list-style-type: none"> count in steps of 3 from 0 to at least 30 understand the importance of 0 as a place holder in 2 and 3 digit numbers partition numbers in different ways e.g. 23 as 20+3 or 10+13 begin to understand the place value of 3 digit numbers estimate numbers on an empty number line compare and order numbers beyond 100 round numbers to the nearest 10 read and write numbers beyond 100 in numerals and words solve problems and explain reasoning
Addition and Subtraction		<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures understand and use 'sum' and 'difference' add and subtract numbers using a range of strategies e.g. concrete objects, hundred square, number line begin to recall and use addition and subtraction facts for all numbers up to 10 begin to relate number facts to 10 to adding and subtracting multiples of 10 to 100 show that addition of two numbers can be done in any order (commutative) 	<ul style="list-style-type: none"> solve 2 step problems with addition and subtraction: <ul style="list-style-type: none"> applying their increasing knowledge of mental and written methods (2 digit and 2 digit) add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens e.g. 23+10, 43+20 (not over 100 boundary) two two-digit numbers (Begin to do this mentally for numbers that don't cross the 100 boundary e.g. 23+31) recall and use addition and subtraction facts to at least 10, and begin to derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and solve missing number problems e.g. $__ - 14 = 28$ Use estimation to check that their answers to a calculation are reasonable e.g. knowing $48 + 35$ will be less than 100 	<ul style="list-style-type: none"> solve 3 step problems with addition and subtraction within 100: <ul style="list-style-type: none"> applying their increasing knowledge of mental and written methods Add 2 two digit numbers within 100 e.g. 48+35 and demonstrate their method using concrete apparatus or pictorial representations. add and subtract numbers mentally and using written columnar methods, including: <ul style="list-style-type: none"> adding several two-digit numbers subtracting two-digit numbers e.g. 74-33 mental calculations where regrouping is required e.g. 91-73 adding a two-digit number to a three-digit number adding and subtracting several single digit numbers begin to solve + and - in columns without crossing boundaries recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (involving a two-digit number and 1s or 10s). reason about addition e.g. the sum of 3 odd numbers will always be odd. solve more complex missing number problems e.g. $14 + __ - 3 = 17$.

Year Group	Year 2 (page 2 of 3) TAFs in orange (WTS) red (EXS) green (GDS)			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y2 <i>Refer to non-statutory guidance for exemplification</i>
Multiplication and Division	<ul style="list-style-type: none"> Recall doubles and halves to 20 	<ul style="list-style-type: none"> begin to recall X facts for 2s, 5s, 10s Recall doubles and halves to 20 begin to derive double multiples of 10 and relate this to the inverse e.g. double 30 is 60, half of 60 is 30 understand multiplication as repeated addition (for 2x, 5x and 10x) read and interpret \div = signs (when used in a number sentence) solve 1 step problems involving multiplication and division, using materials, arrays, including problems in contexts. 	<ul style="list-style-type: none"> begin to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, use counting strategies to solve problems make connections between multiplication by 2 and doubling and halving (and use these to reason about problems and calculations) calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs (within 2, 5 and 10 times tables) solve 1 step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. (within 2, 5 and 10 times tables) begin to recognise (using equipment) the relationship between addition and subtraction and can rewrite addition statements as simplified multiplication statements e.g. $2 + 2 + 2 = 3 \times 2$ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot recognise odd and even numbers to at least 100 (and explain why) 	<ul style="list-style-type: none"> recall X facts for 2,5,10 and their inverse using the multiplication (\times), division (\div) and equals (=) signs relate fractions and measures e.g. $40 \div 2 = 20$, and 20 is half of 40 derive facts for multiples of 5 by (for example) multiplying by 10 and halving solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts solve word problems that involve more than one step use multiplication facts to make deductions outside known multiplication facts e.g. 18×5 cannot be 92 as it does not have a 0 or 5 in the ones determine remainders given known facts recognise the relationship between addition and subtraction and can rewrite addition statements as simplified multiplication statements e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ Count in 3s to solve \times and \div problems for the 3 x table
Fractions		<ul style="list-style-type: none"> count in halves from 0 to 10 recognise, find and name fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a shape, set of objects or quantity using objects begin to find $\frac{1}{2}$ and $\frac{1}{4}$ of a set of objects 	<ul style="list-style-type: none"> count in halves up to 10 from any number recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a shape, set of objects or quantity recognise, find, name and write fractions of a $\frac{1}{2}$ a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 	<ul style="list-style-type: none"> count in quarters up to 10 from any number recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity using objects (INCLUDE $\frac{2}{4}$) recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ in practical contexts and when counting in fractions find and compare fractions of amounts e.g. $\frac{1}{4}$ of £20 = £5 which is greater than $\frac{1}{2}$ of £8
Measurement (continued below)		<ul style="list-style-type: none"> begin to choose and use appropriate standard units to measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, (e.g. nearest cm or m) using rulers, scales, thermometers and measuring vessels begin to read labelled divisions for measure recognise and use symbols for pounds (£) and pence (p) begin to solve simple problems in a practical context involving addition of money of the same unit, using appropriate amounts (e.g. 48p – 23p, £5-£4 – refer to addition and subtraction section for clarification) 	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, and measuring vessels (not converting units – to the nearest appropriate unit) Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ (within the same measurement e.g. 30cm $>$ 23cm) combine amounts of money to make a particular value using pounds and pence e.g. 36p = 20p+10p+5p+1p 	<ul style="list-style-type: none"> Read scales in divisions of ones, twos, fives and tens in a practical situation where NOT all numbers on the scale are given. find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change with appropriate amounts (e.g. change from £1 or change from £50 e.g. £50 - £36) tell and write the time to five minutes and draw the hands on a clock face to show these times know that there are 60 minutes in an hour and 24 hours in a day and use these facts to solve problems compare and sequence intervals of time (e.g. I know a month is longer than a week – not converting and comparing units of time)

Year Group	Year 2 (page 3 of 3) TAFs in orange (WTS) red (EXS) green (GDS)			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y2 <i>Refer to non-statutory guidance for exemplification</i>
Measurement continued		<ul style="list-style-type: none"> tell and write the time to o'clock, half past and quarter past the hour and draw the hands on a clock face to show o'clock and half past 	<ul style="list-style-type: none"> $£9.52 = £9 + 50p + 2p$ solve simple problems in a practical context involving addition and subtraction of money of the same unit using appropriate amounts (see 2B addition and subtraction statements for guidance) tell and write the time to (o'clock, half past, quarter past and) quarter to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. 	
Properties of Shapes		<ul style="list-style-type: none"> recognise and name common 2-D shapes in different orientations and sizes for example hexagons and pentagons. recognise and name 3-D shapes for example cylinder 	<ul style="list-style-type: none"> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] 	<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects using more than one criterion (on the basis of their geometric properties including vertices, sides, edges, faces) describe similarities and differences of shape properties e.g. that a cube and cuboid have the same number of edges, vertices and faces but can describe what is different identify line symmetry in a vertical line when exploring 2-D shapes
Position and Direction		<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in (increasingly complex) patterns and sequences 	<ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement, including movement in a straight line 	<ul style="list-style-type: none"> explore, describe and explain patterns distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns use the terms clockwise and anti-clockwise to describe position, direction and movement
Statistics		<ul style="list-style-type: none"> accurately interpret and construct simple pictograms, tally charts and block diagrams. 	<ul style="list-style-type: none"> interpret and construct simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 	<ul style="list-style-type: none"> Interpret and construct pictograms (where the symbols show many-to-one correspondence) and block graphs (where the scale is divided into 2s and 5s) ask and answer questions about totalling and comparing categorical data
Problem Solving and Reasoning		<p>Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems</u> and reasoning mathematically, using the content above.</p>		

Year Group	Year 3 (page 1 of 2) TAFs in orange (WTS) red (EXS) green (GDS)		
Strand	Autumn	Spring	Summer Y3 <i>Refer to non-statutory guidance for exemplification</i>
Number and Place Value	<ul style="list-style-type: none"> ■ begin to count from 0 in multiples of 50 and 100 ■ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ■ identify and represent numbers up to 1000 using different representations (using counters, jottings, pictures) ■ partition 3 digit numbers into hundreds, tens and ones ■ partition numbers in different ways e.g. 23 as 20+3 or 10+13 © ■ estimate numbers on an empty number line © ■ round numbers to the nearest 10 © ■ find 10 or 100 more or less than a given number ■ read numbers up to 1000 in numerals 	<ul style="list-style-type: none"> ■ count from 0 in multiples of 50 and 100 ■ understand importance of 0 as a place holder in numbers up to 1000 ■ name the value of any digit in whole numbers up to 999 ■ partition 3 digit numbers in different ways e.g. 342 becomes 300 +20 +22 ■ identify, represent and estimate numbers up to 1000 using different representations using counters, jottings, pictures) ■ compare and order numbers up to 1000, using >, < and = ■ round numbers to the nearest 100 ■ find 10 or 100 more or less than a given number ■ read and write numbers up to 1000 in numerals and in words ■ solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> ■ count from 0 in multiples of 4, 8, 50 and 100 ■ use partitioning up to 999 to solve problems ■ identify, represent and estimate numbers using different representations including measures up to 1000 ■ compare and order numbers beyond 1000, using >, < and = ■ round numbers to nearest 10 or 100 ■ confidently read and write numbers beyond 1000 in numerals and in words ■ read Roman numerals up to 20 ■ solve number problems and practical problems involving these ideas and explain reasoning
Addition and Subtraction	<ul style="list-style-type: none"> ■ add or subtract two 2-digit numbers where answers may exceed 100 (mentally) ■ solve 3 step problems with addition and subtraction within 100: <ul style="list-style-type: none"> □ applying their increasing knowledge of mental and written methods © ■ solve + and – in columns without crossing boundaries ■ use rounding to make estimates ■ reason about addition e.g. the sum of 3 odd numbers will always be odd. © ■ solve more complex missing number problems e.g. 14 + ___ - 3 = 17. © 	<ul style="list-style-type: none"> ■ add and subtract numbers mentally, including: <ul style="list-style-type: none"> □ a three-digit number and ones □ a three-digit number and tens (multiples of 10) □ a three-digit number and hundreds (multiples of 100) ■ use columnar method for + and – with 2-digit numbers, crossing tens boundaries ■ estimate the answer to a calculation ■ begin to solve problems, using number facts, place value, and multiple step addition and subtraction with numbers up to 100. ■ begin to solve missing number problems involving addition and subtraction with numbers bonds up to 100, which include balancing equations.e.g. $48 + \underline{\quad} = 100$ 	<ul style="list-style-type: none"> ■ add and subtract numbers mentally, including: <ul style="list-style-type: none"> □ a three-digit number and ones © □ a three-digit number and tens (multiples of 10) © □ a three-digit number and hundreds (multiples of 100) © ■ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction up to 999 ■ estimate the answer to a calculation and use inverse operations to check answers ■ solve problems, using number facts, place value, and multiple step addition and subtraction (with numbers up to 100) ■ solve missing number problems involving addition and subtraction with numbers up to 100, which include balancing equations e.g. $48 + \underline{\quad} = 100 - 32$
Multiplication and Division	<ul style="list-style-type: none"> ■ learn facts for 3 times tables and inverse ■ learn multiplication facts up to 12x3 ■ derive facts for x4, x8 by doubling ■ solve mathematical statements for multiplication and division using known tables 	<ul style="list-style-type: none"> ■ recall and use multiplication and division facts for the 3, 4 and 8 times tables ■ begin to write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using mental methods and jottings ■ begin to write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using formal written methods ■ solve missing number problems involving multiplication and division 	<ul style="list-style-type: none"> ■ know facts for 2,3,4,5,8,10 times tables up to x12 ■ write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using mental methods and jottings ■ write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using formal written methods ■ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems
Problem Solving and Reasoning	<p>Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</u></p>		

Year Group	Year 3 (page 2 of 2) TAFs in orange (WTS) red (EXS) green (GDS)		
Strand	Autumn	Spring	Summer Y3 <i>Refer to non-statutory guidance for exemplification</i>
Fractions	<ul style="list-style-type: none"> count up in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ in practical contexts and when counting in fractions ® find and compare fractions of amounts e.g. $\frac{1}{4}$ of £20 = £5 which is greater than $\frac{1}{2}$ of £8 ® solve problems that involve all of the above, with appropriate fractions 	<ul style="list-style-type: none"> count up and down in tenths recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators compare and order unit fractions, and fractions with the same denominators recognise and show, using diagrams, equivalent fractions with small denominators place fractions on a number line add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] with appropriate fractions solve problems that involve all of the above, with appropriate fractions 	<ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators compare and order unit fractions, and fractions with the same denominators using $<$, $>$ = solve problems that involve all of the above, with appropriate fractions, including measures
Measurement	<ul style="list-style-type: none"> read (and apply to problem solving) unlabelled divisions for measure - in 1s, 2s, 10s) reason about simple multiplicative relationships such as twice as long or 10 times as high (and drawing upon 2, 5 and 10 times table) tell and write the time to five minutes and draw the hands on a clock face to show these times ® estimate and read time with increasing accuracy to the nearest minute know the number of seconds in a minute 	<ul style="list-style-type: none"> measure, compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes read (and apply to problem solving) labelled divisions for measure - in 1s, 2s, 5s, 10s, 100s) – and begin to do so for unlabelled divisions up to the same numbers estimate and read time with increasing accuracy to the nearest minute using vocabulary of am/pm tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour clock compare durations of events [for example to calculate the time taken by particular events or tasks] 	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) read (and apply to problem solving) labelled and unlabelled divisions for measure - in 1s, 2s, 5s, 10s, 100s, and other multiples of 1000) add and subtract amounts of money to give change, using both £ and p in practical contexts using appropriate amounts up to £5 tell and write the time from an analogue clock, including using 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, morning, afternoon, noon and midnight know the number of days in each month, year and leap year
Properties of Shapes	<ul style="list-style-type: none"> recognise and name prisms draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them identify right angles (as a quarter turn) 	<ul style="list-style-type: none"> identify horizontal and vertical lines recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn 	<ul style="list-style-type: none"> identify vertical and horizontal lines of symmetry in common 2-D shapes. identify pairs of perpendicular and parallel lines identify whether angles are greater than or less than a right angle
Position and Direction	<ul style="list-style-type: none"> use the terms clockwise and anti-clockwise to describe position, direction and movement ® 	<ul style="list-style-type: none"> know and use the terms 'North,' 'South,' 'East' and 'West' 	<ul style="list-style-type: none"> know and use the terms 'North,' 'North-East,' 'East,' 'South-East,' 'South,' 'South-West,' 'West' and 'North-West' be able to move between compass directions in half and quarter turns
Statistics	<ul style="list-style-type: none"> interpret and construct pictograms (where the symbols show many-to-one correspondence) and block graphs (where the scale is divided into 2s and 5s) ® understand and use simple scales (e.g. divisions 2, 5 and 10) 	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	<ul style="list-style-type: none"> solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		

Year Group		Year 4 (page 1 of 2)		
Strand	Autumn	Spring	Summer Y4 <i>Refer to non-statutory guidance for exemplification</i>	
Number and Place Value	<ul style="list-style-type: none"> ■ confidently count on in multiples of 2, 3, 4, 5, 8, 10 @ 50 and 100 (from any given starting number) ■ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ■ begin to identify, represent and estimate numbers four digit up to 9999 using different representations (using counters, jottings, pictures) ■ begin to find 1000 more or less than a given number ■ read Roman numerals to 50 (I to L) ■ begin to understand the concept of negative numbers ■ solve number and practical problems that involve all of the above 	<ul style="list-style-type: none"> ■ begin to count in multiples of 25 and 1000 ■ begin to identify, represent and estimate numbers four digit up to 9999 using different representations (using counters, jottings, pictures) @ ■ order and compare numbers beyond 1000 using $<$ $>$ $=$ @ ■ round any number to the nearest 1000 ■ find 1000 more or less than a given number ■ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. ■ count backwards through zero to include negative numbers ■ solve number and practical problems that involve all of the above and with increasingly large positive numbers up to 10 000 	<ul style="list-style-type: none"> ■ count in multiples of 6, 9, 25 and 1000 ■ use partitioning up to 9999 to solve problems ■ beginning to identify, represent and estimate numbers up to 10 000 using different representations ■ read, write and order numbers to 10 000 ■ round any number to the nearest 10, 100 or 1000 ■ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. @ ■ begin to order and compare negative numbers ■ count forwards through zero from a negative number ■ order and compare numbers beyond 1000 using $>$, $<$ and $=$ ■ solve number and practical problems that involve all of the above and with increasingly large positive numbers up to 10 000 and explain reasoning. Begin to solve problems with negative numbers in context e.g. temperature 	
Addition and Subtraction	<ul style="list-style-type: none"> ■ add and subtract numbers mentally, including: 4 digit numbers and ones (multiples of 10) 4 digit numbers and tens (multiples of 100) With different numbers of digits e.g. 3-digit +/- 2-digit (without crossing the 100s boundary) ■ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction with answers exceeding 999 ■ solve problems, using number facts, place value, and multiple step addition and subtraction. With numbers up to 100 explaining reasoning ■ solve missing number problems involving addition and subtraction, which include balancing equations numbers up to 100, explaining reasoning 	<ul style="list-style-type: none"> ■ add and subtract numbers mentally, including: <ul style="list-style-type: none"> □ 4-digit numbers and hundreds (multiples of 100) □ 4-digit numbers and thousands (multiples of 1000) (including crossing the 100s boundary) ■ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate not crossing thousands barrier ■ begin to estimate and use inverse operations to check answers to a calculation with appropriate numbers (up to 9999) ■ begin to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; with numbers up to 9999 ■ begin to solve missing number problems involving addition and subtraction with numbers bonds up to 1000, which include balancing equations 	<ul style="list-style-type: none"> ■ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, crossing the thousands barriers with different numbers of digits e.g. 4-digit =? - 3-digit ■ estimate and use inverse operations to check answers to a calculation with appropriate numbers, explaining reasoning and beginning to ensure solutions make sense in the context of a problem ■ solve missing number problems involving addition and subtraction, which include balancing equations numbers up to 1000, explaining reasoning 	
Multiplication and Division	<ul style="list-style-type: none"> ■ know facts for 2,3,4,5,8,10 times tables up to x12 @ ■ understand the term 'factor' ■ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects (e.g. Suppose that there were 10 children and 10 rats and that they all have the usual number of legs, there will be 60 legs in the town belonging to people and rats. But now, what if you were only told that there were 60 legs belonging to people and rats but you did not know how many children/rats there were – work out what solutions exist) ■ use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> □ multiplying by 0 and 1 □ dividing by 1 e.g. $2 \times 3 = 6$ so $600 \div 3 = 200$ 	<ul style="list-style-type: none"> ■ know multiplication and division facts for 6 and 9 times tables ■ recall multiplication and division facts for all multiplication tables up to 12 x 12 ■ recognise and use factor pairs and commutativity in mental calculations ■ multiply two-digit and three-digit numbers by a one-digit number using formal written layout ■ begin to divide two-digit and three-digit numbers by a one-digit number using formal written layout ■ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects (using appropriate x tables) see 4C for base example 	<ul style="list-style-type: none"> ■ know 7 and 11 times tables ■ instantly recall all facts for tables to 12x12 ■ begin to use formal method of short multiplication ■ begin to use formal method of short division ■ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects (using appropriate x tables) see 4C for base example ■ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ■ multiply and divide whole numbers by 10, 100 	
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>			

Year Group	Year 4 (page 2 of 2)		
Strand	Autumn	Spring	Summer Y4 <i>Refer to non-statutory guidance for exemplification</i>
Fractions (incl. Decimals)	<ul style="list-style-type: none"> count up in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten compare and order unit fractions, and fractions with the same denominators using $<$, $>$, $=$ Ⓢ add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] with appropriate fractions Ⓢ solve problems with simple non-unit fractions [$\frac{3}{4}$, $\frac{52}{3}$,] to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number round decimals with one decimal place to the nearest whole number solve simple measure and money problems involving fractions and decimals to one decimal place 	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten, including use of number line recognise and show, using diagrams, families of common equivalent fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ add and subtract fractions with the same denominator within and beyond 1 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ compare numbers with one decimal place solve simple measure and money problems involving fractions and decimals to two decimal places 	<ul style="list-style-type: none"> connect hundredths to tenths and place value and decimal measures recognise and write decimal equivalents of any number of tenths or hundredths, including use of number line compare numbers with two decimal places find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths solve simple measure and money problems involving fractions and decimals to two decimal places, with mixed number of decimal places
Measurement	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m use decimal notation to record money read and write analogue and digital time 	<ul style="list-style-type: none"> read labelled/unlabelled divisions for measure - in 25s, 50s, 100s, and other multiples of 1000) convert time between analogue and digital 12- and 24-hour clocks (using am and pm) compare and calculate different measures, including money in pounds and pence convert between different units of measure [for example, kilometre to metre, hour to minute] 	<ul style="list-style-type: none"> begin to read (and apply to problem solving) labelled divisions for measure – including decimals (tenths) convert between different units of measure [for example, kilometre to metre, hour to minute] Ⓢ estimate, compare and calculate different measures, including money in pounds and pence solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days using appropriate amounts
Properties of Shapes	<ul style="list-style-type: none"> know names of common quadrilaterals know and name common triangles identify all lines of symmetry in common 2-D shapes complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations identify acute and obtuse angles 	<ul style="list-style-type: none"> compare and order angles up to two right angles by size
Position and Direction	<ul style="list-style-type: none"> know and use all terms relating to compass directions 	<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant read, write and use pairs of co-ordinates (2,5) describe movements between positions as translations of a given unit to the left/right and up/down 	<ul style="list-style-type: none"> plot specified points and draw sides to complete a given polygon
Statistics	<ul style="list-style-type: none"> solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables Ⓢ 	<ul style="list-style-type: none"> draw and read line graphs 	<ul style="list-style-type: none"> draw and read line graphs Ⓢ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		

Year 5 (page 1 of 2)			
Year Group	Year 5 (page 1 of 2)		
Strand	Autumn	Spring	Summer Y5 <i>Refer to non-statutory guidance for exemplification</i>
Number and Place Value	<ul style="list-style-type: none"> ■ count in multiples of 7 ■ count forwards or backwards in steps of powers of 10 for any given number up to 10 000 ■ identify, represent and estimate numbers up to 10 000 using different representations ■ read, write, order and compare numbers to at least 10 000 and determine the value of each digit ■ order and compare negative numbers using >, < and = ■ round any number up to 10 000 to the nearest 10, 100 and 1000 ■ read Roman numerals to 1000 (M) ■ recognise and describe linear number sequences 	<ul style="list-style-type: none"> ■ count forwards or backwards in steps of powers of 10 for any given number up to 100 000 ■ read, write, order and compare numbers to at least 100 000 and determine the value of each digit using >, < and = ■ round any number up to 10 000 to the nearest 10, 100 and 1000 @ ■ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ■ recognise and describe linear number sequences including fractions and decimals ■ solve number problems and practical problems that involve all of the above 	<ul style="list-style-type: none"> ■ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ■ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ■ round any number up to 100 000 to the nearest 10, 100, 1000, and 10 000 ■ recognise years written in Roman numerals (i.e. read and write Roman numerals to at least 3000- MMM) ■ recognise and describe linear number sequences including fractions and decimals and find term to term rule in words
Addition and Subtraction	<ul style="list-style-type: none"> ■ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; with four digit numbers and explain their reasoning 	<p><i>(with numbers up to 10,000 and/or mixed numbers of digits)</i></p> <ul style="list-style-type: none"> ■ add and subtract numbers mentally with increasingly large numbers up to 10,000 ■ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ■ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ■ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 	<p><i>(with numbers up to 100,000 and/or mixed numbers of digits)</i></p> <ul style="list-style-type: none"> ■ add and subtract numbers mentally with increasingly large numbers up to 100,000 ■ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ■ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ■ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ■ use calculators to explore more complex number problems
Multiplication and Division	<ul style="list-style-type: none"> ■ instantly recall all facts for tables to 12x12 @ ■ identify multiples and factors, including finding all factor pairs of a number ■ multiply and divide numbers mentally drawing upon known facts ■ use formal methods of short multiplication ■ divide numbers up to 4 digits by a one-digit number using the formal written method of short division without remainders in the context ■ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects <i>(using appropriate times tables) see 4C for base example</i> ■ multiply and divide whole numbers by 10, 100 and 1000 ■ know and use the vocabulary of prime numbers ■ recognise and use square numbers, and the notation for squared (?) 	<ul style="list-style-type: none"> ■ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ■ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ■ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ■ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ■ multiply and divide whole numbers and those involving decimals by 10, 100 ■ establish whether a number up to 100 is prime and recall prime numbers up to 19 ■ recognise and use square numbers and cube numbers, and the notation for squared (?) 	<ul style="list-style-type: none"> ■ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers @ ■ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context and express remainders as a fraction or decimal e.g. $98 \div 4 = 98/4$ see guidance notes ■ solve problems involving multiplication and division, including scaling [<i>multiplicative reasoning</i>] by simple fractions and problems involving simple rates ■ multiply and divide whole numbers and those involving decimals (up to 3dp) by 10, 100 and 1000 ■ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ■ recognise and use square numbers (up to at least 144) and cube numbers, and the notation for squared (²) and cubed (³) ■ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ■ begin to use letters to symbolise unknown numbers to help to solve missing number problems involving multiplication and division (with one unknown)
Problem Solving and Reasoning	<p>Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</u></p>		

Year 5 (page 2 of 2)

Year Group	Year 5 (page 2 of 2)		
Strand	Autumn	Spring	Summer Y5 <i>Refer to non-statutory guidance for exemplification</i>
Fractions (incl. Decimals and Percentages)	<ul style="list-style-type: none"> ■ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ■ compare and order fractions whose denominators are all multiples of the same number ■ add and subtract fractions with the same denominator ■ read, write, order and compare numbers with up to two decimal places ■ round decimals with two decimal places to the nearest whole number ■ read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] ■ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents 	<ul style="list-style-type: none"> ■ add and subtract fractions with the same denominator and denominators that are multiples of the same number ■ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ■ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ■ calculate simple fractions and percentages of whole numbers and quantities ■ read, write, order and compare numbers with up to three decimal places ■ round decimals with two decimal places to the nearest whole number and to one decimal place ■ add and subtract decimal numbers (to at least 3dp) and round as required ■ solve problems involving decimals with up to 3dp 	<ul style="list-style-type: none"> ■ identify equivalent fractions, using common multiples to express fractions in the same denomination ■ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ■ solve problems which require knowing percentages and decimals e.g. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
Measurement	<ul style="list-style-type: none"> ■ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ■ begin to read (and apply to problem solving) labelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000 ■ use all four operations to solve problems involving measure [for example, length, mass, money] using decimal notation, including scaling with appropriate numbers. 	<ul style="list-style-type: none"> ■ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (if necessary, by counting squares including fractions of squares) ■ begin to read (and apply to problem solving) unlabelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000 ■ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ■ solve problems involving converting between units of time (including problems involving the duration of events) ■ use all four operations to solve problems involving measure [for example, length, mass, money] using decimal notation, including scaling with appropriate numbers. 	<ul style="list-style-type: none"> ■ read labelled/unlabelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000 ■ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] ■ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
Properties of Shapes	<ul style="list-style-type: none"> ■ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ■ distinguish between regular and irregular polygons based on reasoning about equal sides and angles ■ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ■ draw given angles, and measure them to the nearest 10° 	<ul style="list-style-type: none"> ■ identify: <ul style="list-style-type: none"> □ angles at a point and one whole turn (total 360°) □ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) □ angles at other multiples of 90° ■ draw given angles, and measure them to the nearest 5° 	<ul style="list-style-type: none"> ■ use the properties of rectangles to deduce related facts and find missing lengths and angles. ■ draw given angles, and measure them to the nearest °
Position and Direction		<ul style="list-style-type: none"> ■ describe positions on a 2-D grid as coordinates in the first quadrant® ■ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<ul style="list-style-type: none"> ■ describe positions on a 2-D grid as coordinates in the first two quadrants
Statistics	<ul style="list-style-type: none"> ■ solve comparison, sum and difference problems using information presented in a line graph ■ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<ul style="list-style-type: none"> ■ complete, read and interpret information in tables, including timetables 	
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		

Year Group	Year 6 (page 1 of 3) TAFs in RED			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y6 <i>Refer to non-statutory guidance for exemplification</i>
Number and Place Value		<ul style="list-style-type: none"> ■ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ® ■ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit using >, < and = ■ round any number up to 1000 000 to the nearest 10, 100, 1000, 10 000 and 1000 000 	<ul style="list-style-type: none"> ■ read and write numbers up to 10 000 000 in numerals and words and determine the value of each digit ■ round any whole number to a required degree of accuracy ■ use negative numbers in context ■ solve number and practical problems that involve all of the above. 	<ul style="list-style-type: none"> ■ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ■ round any whole number to a required degree of accuracy ■ use negative numbers in context, and calculate intervals across zero ■ solve number and practical problems that involve all of the above
Addition and Subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally with increasingly large numbers up to 10,000 	<ul style="list-style-type: none"> ■ Add and subtract numbers mentally with increasingly large numbers up to 10,000 ® ■ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ■ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ■ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ■ use letters to symbolise unknown numbers to help to solve missing number problems involving addition and subtraction (with one unknown) 	<ul style="list-style-type: none"> ■ use calculators to develop and investigate patterns and sequences ■ start to understand the use of brackets 	<ul style="list-style-type: none"> ■ perform mental calculations, including with mixed operations and large numbers ■ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ■ use estimation (and approximation) to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy ■ explore the order of operations using brackets e.g. $2+1 \times 3=5$; $[2+1] \times 3=9$ ■ use their knowledge of the order of operations to carry out calculations involving the four operations
Multiplication and Division	<ul style="list-style-type: none"> • Multiply and divide numbers mentally drawing upon known facts 	<ul style="list-style-type: none"> ■ Multiply and divide numbers mentally drawing upon known facts ® 	<ul style="list-style-type: none"> ■ divide numbers up to 4 digits by a two-digit number using the formal written method of short division 	<ul style="list-style-type: none"> ■ perform mental calculations, including with mixed operations and large numbers ■ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ■ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ■ solve multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why ■ solve problems involving addition, subtraction, multiplication and division ■ identify common factors, common multiples and prime numbers ■ use their knowledge of the order of operations to carry out calculations involving the four operations ■ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy ■ check with a calculator

Year 6 (page 2 of 3) TAFs in RED

Year Group	Year 6 (page 2 of 3) TAFs in RED			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y6 <i>Refer to non-statutory guidance for exemplification</i>
Fractions (including Decimals and Percentages)	<ul style="list-style-type: none"> Calculate simple fractions and percentages of whole numbers and quantities Add and subtract decimal numbers (to at least 3dp) and round as required 	<ul style="list-style-type: none"> Add and subtract decimal numbers (to at least 3dp) and round as required solve problems involving numbers up to three decimal places solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 Calculate simple fractions and percentages of whole numbers and quantities 	<ul style="list-style-type: none"> compare and order fractions, including fractions > 1 multiply simple pairs of proper fractions divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$] associate a fraction with division and calculate decimal fraction equivalents [e.g. 0.375] for a simple fraction [e.g. $\frac{3}{8}$] identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers recall and use equivalences between simple fractions, decimals and percentages round decimals for simple fractions with recurring decimal equivalents 	<ul style="list-style-type: none"> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions use common factors to simplify fractions; use common multiples to express fractions in the same denomination multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy
Measurement		<ul style="list-style-type: none"> read and apply to problem solving labelled/unlabelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling with appropriate numbers 	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa convert between miles and kilometres 	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places recognise when it is possible to use formulae for area and volume of shapes solve problems involving the calculation and conversion of units of measure, using decimal notation
Properties of Shapes		<ul style="list-style-type: none"> use the properties of rectangles to deduce related facts and find missing lengths and angles draw given angles, and measure them to the nearest $^{\circ}$ 	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets calculate, estimate and compare the volume of cubes/cuboids using standard units 	<ul style="list-style-type: none"> compare and classify geometric shapes based on their properties illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius find unknown angles in any triangles, and quadrilaterals recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Year Group	Year 6 (page 3 of 3) TAFs in RED			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y6 <i>Refer to non-statutory guidance for exemplification</i>
Position and Direction			<ul style="list-style-type: none"> ■describe positions on the full coordinate grid (all four quadrants) ■draw and translate simple shapes on the coordinate plane in the first quadrant 	<ul style="list-style-type: none"> ■draw and translate simple shapes on the coordinate plane in any quadrant, and reflect them in the axes ■solve problems relating to coordinates, reflections and translations
Statistics			<ul style="list-style-type: none"> ■interpret pie charts and line graphs and use these to solve problems 	<ul style="list-style-type: none"> ■construct pie charts and line graphs and use these to solve problems. ■calculate and interpret the mean as an average (for sets of discrete data in different contexts)
Ratio and Proportion			<ul style="list-style-type: none"> ■solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison, multiples of 5 and 10 ■solve problems involving similar shapes where the scale factor is known or can be found ■use simple ratio and proportional reasoning to solve problems 	<ul style="list-style-type: none"> ■solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison, single digit percentages e.g. 7%, 22% ■solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Algebra			<ul style="list-style-type: none"> ■use simple formulae ■generate and describe linear number sequences ■express missing number problems algebraically 	<ul style="list-style-type: none"> ■find pairs of numbers that satisfy an equation with two unknowns ■find possible values in missing number problems and equations involving 1 or 2 unknowns
Problem Solving and Reasoning		Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</u>		

Year Group	Beyond Year 6 (page 1 of 2)		
Strand	Autumn	Spring	Summer
Number and Place Value		<ul style="list-style-type: none"> round large numbers to a given power of 10 and to one significant figure make generalisations about properties of number e.g. prime numbers, square or cube numbers 	<ul style="list-style-type: none"> understand and use negative numbers as translations on a number line e.g. <i>- know the direction of travel when subtracting a negative number</i> use concepts and vocabulary of highest common factor (HCF) and lowest common
Addition and Subtraction			<ul style="list-style-type: none"> add and subtract fractions by writing them with a common denominator
Multiplication and Division		<ul style="list-style-type: none"> understand and use square root symbol $\sqrt{\quad}$ 	<ul style="list-style-type: none"> estimate using known facts, e.g. <i>- use $\sqrt{81} = 9$ and $\sqrt{100} = 10$ to estimate $\sqrt{85}$</i> use prime factor decomposition of positive integers e.g. <i>- understand that 120 can be expressed as $2 \times 2 \times 2 \times 3 \times 5$ or $23 \times 3 \times 5$</i>
Fractions (including Decimals and Percentages)	<ul style="list-style-type: none"> understand the relationship between unit fractions and division to work backwards e.g. $\frac{1}{4}$ of a length is 36cm, then whole length is 36×4 	<ul style="list-style-type: none"> use a calculator where appropriate to calculate fractions/ percentages of quantities and or measurements understand and use common denominators to add and subtract fractions order and approximate decimals 	<ul style="list-style-type: none"> evaluate one number as a fraction or percentage of another calculate fractions of quantities with fractional answers understand and use equivalences between fractions, decimals and percentages e.g. $\frac{7}{8}$, $\frac{1}{6}$ use trial and improvement methods when solving numerical problems that involve ordering and approximating decimals solve problems that involve percentage increase or decrease know which number to consider as 100 per cent, or a whole, in problems involving comparisons
Measurement	<ul style="list-style-type: none"> calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. 	<ul style="list-style-type: none"> use a straight edge and compasses to carry out standard construction 	<ul style="list-style-type: none"> calculate lengths, areas and volumes in plane shapes and right prisms e.g. <i>- calculate volumes and surface areas of cuboids</i> understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems, e.g. <i>- deduce and use formulae for the area of a triangle and parallelogram</i>
Properties of Shapes	<ul style="list-style-type: none"> compare and classify regular polygons. 	<ul style="list-style-type: none"> recognise and use common 2-D representations of 3-D objects e.g. <i>- interpret diagrams on isometric paper</i> given the coordinates of 3 vertices of a parallelogram, find the fourth 	<ul style="list-style-type: none"> know and use the properties of quadrilaterals to classify different types of quadrilateral e.g. <i>- sort using criteria such as 'diagonals bisect each other' and 'diagonals intersect at right angles' and identify a shape for each region of their Venn diagram</i> identify alternate and corresponding angles understand a proof that the sum of angles in a triangle is 180° and in quadrilaterals is 360° solve problems using angle and symmetry properties of polygons, and explain these properties solve problems using angle properties of intersecting and parallel lines, and explain these properties

Year Group	Beyond Year 6 (page 2 of 2)		
Strand	Autumn	Spring	Summer
Position and Direction		<ul style="list-style-type: none"> ■ reflect shapes in oblique (45°) mirror lines where the shape either does not touch the mirror line or where the shape crosses the mirror line ■ reflect shapes not presented on grids by measuring perpendicular distances to or from the mirror 	<ul style="list-style-type: none"> ■ reflect shapes in two mirror lines where the shape is not parallel or perpendicular to either mirror ■ devise instructions for a computer to generate and transform shapes and paths ■ enlarge 2-D shapes by a positive whole-number scale factor, when given a centre of enlargement ■ begin to understand properties of translations, reflections and rotations e.g. <ul style="list-style-type: none"> - understand that translations, reflections and rotations preserve length and angle ■ map objects onto congruent images and describe the transformation
Statistics		<ul style="list-style-type: none"> ■ construct pie charts using ICT and on paper ■ construct frequency diagrams using ICT and on paper, e.g. <ul style="list-style-type: none"> - construct simple time graphs for time series interpret frequency diagrams ■ understand and use the mode and range to describe sets of data ■ understand that the median represents the middle value of a set of data ■ understand the language of probability such as more likely, equally likely, fair, unfair and certain in the context of everyday situations 	<ul style="list-style-type: none"> ■ design a survey or experiment to capture necessary data from one or more sources e.g. <ul style="list-style-type: none"> - design, trial and, if necessary, refine data collection sheets - design and use two-way tables ■ collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables e.g. <ul style="list-style-type: none"> - choose suitable class intervals when constructing tables ■ for large sets of raw (discrete or continuous) data, when dealing with a combination of two experiments, identify all the outcomes, using diagrammatic, tabular or other forms of communication ■ communicate the outcomes of a statistical survey ■ select appropriate tables, graphs and diagrams to support ■ draw conclusions from scatter diagrams ■ have a basic understanding of correlation to compare two simple distributions, using the range and one of mode, median or mean ■ understand and use the probability scale from 0 to 1 ■ use methods based on equally likely outcomes and experimental evidence, as appropriate to find and justify probabilities, and approximations to these
Ratio and Proportion	<ul style="list-style-type: none"> ■ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 		<ul style="list-style-type: none"> ■ calculate using ratio in appropriate situations ■ divide a quantity into two or more parts in a given ratio
Algebra	<ul style="list-style-type: none"> ■ enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> ■ construct, express in symbolic form, and use simple formulae involving one or two operations e.g. understand simple expressions using symbols 2 less than n can be written as $n - 2$. ■ evaluate expressions by substituting numbers into them and use symbols to represent an unknown number or a variable ■ use and interpret coordinates in all four quadrants 	<ul style="list-style-type: none"> ■ find and describe in words the rule for the next term or nth term of a sequence where the rule is linear ■ formulate and solve linear equations with whole number coefficients ■ use trial and improvement methods and ICT tools when solving equations such as e.g. $x^3 + x = 20$ ■ represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation

Year Group	Pre - Year 1		
Strand	Autumn	Spring	Summer
Phonics & Writing	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw and paint • <u>Some initial letter shapes used to represent words</u> 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks they draw, paint and write • <u>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</u> • <u>Hears and says the initial sound in words</u> • Can segment the sounds in simple words and blend them together to write VC, CVC words • <u>Writes own name and other things such as labels and captions</u> • <u>An awareness of finger spaces</u> • <u>Attempts to write short sentences in meaningful contexts</u> • <u>Links sounds to letter names</u> 	<ul style="list-style-type: none"> • <u>Uses their phonic knowledge to write words in ways which match their spoken sounds</u> • Writes some irregular common words from Phase 2/3 phonics. • Says out loud what they are going to write about • <u>Writes simple sentences and phrases which can be read by themselves and others.</u> • Some words are spelt correctly and others are phonetically plausible • <u>Begins to use finger spaces within a sentence</u> • Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words
Handwriting (dependent upon each school's programme of learning)	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements • No longer using whole-hand grasp • <u>Holds pencil near point between first two fingers and thumb</u> • Can copy some letters e.g. from their name 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Holds pencil near point between first two fingers and thumb and uses it with good control • Begins to use anticlockwise movement and retrace vertical lines • <u>Begins to form recognisable letters</u> • <u>Uses a pencil and holds it effectively to form recognisable letters, some of which are correctly formed</u> 	<ul style="list-style-type: none"> • <u>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</u>

Key

P = Pre-level

Year Group		Year 1		
Strand	Autumn	Spring	Summer Y1	
<p>Composition:</p> <p>Planning, Drafting, Evaluating, Editing and Proof Reading</p>	<ul style="list-style-type: none"> • Attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences • Before writing, sentences are planned by saying out loud what the writing will be about; using oral composition to recognise where the sentence begins and ends • Writing is discussed with the teacher and other pupils to check that what they have written makes sense and makes simple changes where suggested 	<ul style="list-style-type: none"> • Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others, writing about real events, and writing poetry • Uses the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books • Writing is discussed with the teacher and other pupils to consider word choice and to make simple changes • Creates simple poems • 	<ul style="list-style-type: none"> • Writes for different purposes, when prompted, but may not always maintain form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry • Uses the drafting process to: <ul style="list-style-type: none"> - write down ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books, - write sentences which are sequenced to form short narratives • Writing is discussed with the teacher and other pupils to: <ul style="list-style-type: none"> - consider word choice, grammar and punctuation, - make simple changes where appropriate • Re-reads own writing to check that what is written makes sense • Writing sequences ideas appropriately, e.g. stories have a beginning, middle or end or instructions are in the correct order • Writing has begun to link some simple appropriate vocabulary to the context e.g. once upon a time, happily ever after • Writing includes some interesting descriptive language used, e.g. for appearance, feelings, characters and settings 	
<p>Composition:</p> <p>Applying Vocabulary, Grammar and Punctuation</p>	<p>With support writing demonstrates some appropriate use of:</p> <ul style="list-style-type: none"> - spaces between words, - adjectives for description, - 'and' to join words and clauses, - capital letters for some names of people, places and days of the week <ul style="list-style-type: none"> • There is some use of capital letters and/or full stops to demarcate sentence boundaries 	<ul style="list-style-type: none"> • Independently writing demonstrates some appropriate use of: <ul style="list-style-type: none"> - spaces between words, - adjectives for description, - 'and' to join words and clauses, - capital letters for some names of people, places and days of the week • There is some use of capital letters and/or full stops to demarcate sentence boundaries (and with support some use of question marks and exclamation marks) 	<ul style="list-style-type: none"> • Independently writing demonstrates some appropriate use of: <ul style="list-style-type: none"> - some expanded noun phrases for description, - words combined to make single clause sentences, - some co-ordination using and/but to join clauses, - capital letters for some proper nouns and for the personal pronoun 'I', - mostly grammatically accurate sentences, sequenced to form short narratives • Uses capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks but not always consistently • Demarcate some sentences with capital letters and full stops 	
<p>Transcription</p> <p>Spelling</p>	<ul style="list-style-type: none"> • Some common exception words from Y1 list are spelt accurately • Some words containing previously taught phonemes are spelt accurately • Some accurate use of suffixes when adding –s as the plural marker for nouns and the third person singular marker for verbs 	<ul style="list-style-type: none"> • Approx. ½ common exception words from Y1 list are spelt accurately • Approx. ½ of the child's words containing previously taught phonemes are spelt accurately • Days of the week are sometimes spelt accurately. • Mostly accurate use of the prefix –un • Some accurate use of suffixes when adding –es as the plural marker for nouns and the third person singular marker for verbs 	<ul style="list-style-type: none"> • Most common exception words from Y1 list are spelt accurately • Most words containing previously taught phonemes are spelt accurately • Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • Days of the week are spelt accurately • Mostly accurate use of suffixes when adding –ing, –ed, –er, and –est where no change is needed in the spelling of the root word 	
<p>Transcription</p> <p>Handwriting</p>	<ul style="list-style-type: none"> • Orientate writing correctly (top to bottom, left to right) • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form capital letters • Begin to form digits 0-9 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Some spaces are left between words 	<ul style="list-style-type: none"> • Form letters with clear ascenders and descenders • Form letters and numbers with correct orientation • Spacing between words is mostly appropriate 	
<p>End of Yr Mastery</p>	<p>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Ambitious vocabulary is phonologically correct and all aspects of handwriting are embedded</p>			

Year Group		Year 2 (page 1 of 1) TAFs in orange (WTS) red (EXS) green (GDS)		
Strand	TAFs covered in previous yrs	Autumn	Spring	Summer Y2
Composition: Planning, Drafting, Evaluating, Editing and Proof Reading		<ul style="list-style-type: none"> Use simple, appropriate text features in a variety of written pieces for different purposes: narratives about personal experiences and those of others (real and fictional), poetry and writing about real events (Write sentences that are sequenced to form a short narrative real or fictional) Uses the drafting process to gather ideas and key words drawn from reading 	<ul style="list-style-type: none"> Produce a variety of written pieces for different purposes, attempting to maintain form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry (Write simple, coherent narratives about personal experiences and those of others – real or fictional) (Write about real events, recording these simply and clearly) Uses the drafting process to gather and write down ideas and key words drawn from reading 	<ul style="list-style-type: none"> Produce a variety of written pieces for different purposes, maintaining form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry (Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing) Uses the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of text types Re-read own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/ progressive form (make simple additions, revisions and proof reading corrections to their own writing) <ul style="list-style-type: none"> Proof- read own writing to check for errors in spelling, punctuation and grammar In discussion with the teacher and other pupils evaluate their writing for effective word choice, grammar and punctuation
Composition: Applying Vocabulary, Grammar and Punctuation	Demarcate some sentences with capital letters and full stops	<ul style="list-style-type: none"> Use full stops, capital letters and exclamation marks more consistently Begin to use commas in lists Use simple sentences and compound sentences joined by 'and' Begin to use subordination to show time and reason e.g. when, because Begin to use the past and present tense Expand noun phrases to describe and specify (e.g. the blue butterfly) 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops. Use question marks correctly when required Begin to experiment with apostrophes for contraction/possession Use co-ordination e.g. or, and, but Use sentences with different forms – statements, questions, exclamations and commands Use past and present tense mostly correctly and consistently Use adjectives to describe 	<ul style="list-style-type: none"> Almost always accurately uses full stops, capital letters, exclamation marks and question marks Use commas for lists Use apostrophes for contracted forms and the possessive (singular) in nouns (e.g. the girl's name) Use some subordination e.g. when, if, that, because to join clauses Use the present and past tenses correctly and consistently including the progressive form (e.g. she is drumming, he was shouting) Use some features of written Standard English I was/they were/he was/you were/It was/we were Use the punctuation taught at key stage one mostly correctly
Transcription Spelling		<ul style="list-style-type: none"> Some common exception words from Y2 list are spelt accurately Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making plausible attempts at others 	<ul style="list-style-type: none"> Spell many common exception words from Y2 list Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell some words with the contracted form 	<ul style="list-style-type: none"> Most common exception words from Y2 list are spelt accurately Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are usually applied and demonstrated through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophone and near homophones Add suffixes to spell most words correctly in their writing e.g. ment, ness, ful, less, ly Spell most words with the contracted form Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Distinguish between homophones and near homophones
Transcription Handwriting		<ul style="list-style-type: none"> Form lower case letters in the correct direction, starting and finishing in the right place Form lower case letters of the correct size relative to one another in some of their writing Use spacing between words 	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join some letters
End of Yr Mastery		All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded		

Year Group	Year 3 TAFs in orange (WTS) red (DAS) green (GDS)		
Strand	Autumn	Spring	Summer Y3
Composition: Planning, Drafting, Evaluating and Proof Reading	<ul style="list-style-type: none"> The drafting process is beginning to be used to, compose and rehearse sentences orally Narrative planning creates characters Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud Writing is proof-read for punctuation errors 	<ul style="list-style-type: none"> The drafting process is more accurately used to, compose and rehearse sentences orally Narrative planning creates setting and characters Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary Writing is proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> The drafting process is used to compose and rehearse sentences orally Narrative planning creates settings, characters and plot. Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary Writing is proof-read for spelling and punctuation errors
Composition: Structuring and Organising Text	<ul style="list-style-type: none"> Conjunctions, adverbs and prepositions to express time Narrative and non-fiction writing is structured but this may not be balanced e.g. long beginnings and sudden endings 	<ul style="list-style-type: none"> Conjunctions, adverbs and prepositions to express time or place Adventurous word and language choices are made appropriate to the style and purpose of the text Beginning to organise paragraphs around a theme 	<ul style="list-style-type: none"> Appendix 2 – Uses conjunctions, adverbs and prepositions to express time, place or cause Writing attempts to engage the reader through detail or word choices Appendix 2 - More accurately uses paragraphs around a theme Writing shows a balance and an attempt to create pace in narrative writing
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Almost always accurately uses full stops, capital letters, exclamation marks and question marks ® Use of commas for lists and apostrophes for contracted forms and the possessive (singular) in nouns(e.g. the girl's name) ® Use sentences with different forms – statements, questions, exclamations and commands ® 	<ul style="list-style-type: none"> Almost always accurately uses full stops, capital letters, exclamation marks and question marks ® Inverted commas are beginning to be used but not always accurately 	<ul style="list-style-type: none"> Almost always accurately uses full stops, capital letters, exclamation marks and question marks Inverted commas are used more accurately Appendix 2 - Uses the present perfect form of verbs (He has gone out to play)
Transcription Spelling	<ul style="list-style-type: none"> Most common exception words from Y2 list are spelt accurately ® Consolidates spelling longer words with suffixes -ment, -ness, -ful, -less, -ly ® 	<ul style="list-style-type: none"> Some of the common exception words from Y3/4 list are spelt increasingly accurately Accurately spells word with the prefixes un-, dis-, mis- and in- 	<ul style="list-style-type: none"> Approx. ½ common exception words from Y3/4 list are spelt accurately Accurately spells ALL words with the suffixes -ing, -er – est ment, -ness, -ful, -less, -ly Is able to write from memory simple sentences dictated by the teacher that include words included in Appendix. 1 and punctuation from above
Transcription Handwriting	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters are best left unjoined		Handwriting is legible and joined using the diagonal and horizontal strokes that are needed to join letters and understanding of which letters are best left unjoined is evident
End of Yr Mastery	All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded		

Year Group	Year 4 WTS TAFs are in orange type EXS TAFs are in red type GDS TAFs are in green		
Strand	Autumn	Spring	Summer Y4
Composition: Planning, Drafting, Evaluating and Proof Reading	<ul style="list-style-type: none"> The oral drafting process is beginning to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures <u>Evaluation of the effectiveness of own and others' writing is used to improve consistency</u> <u>Writing is proof-read for spelling and punctuation errors</u> 	<ul style="list-style-type: none"> The oral drafting process is more accurately to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures <u>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary</u> <u>Writing is proof-read for spelling and punctuation errors</u> 	<ul style="list-style-type: none"> The oral drafting process is more accurately to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures <u>Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary</u> Proof reading ensures accurate use of pronouns Writing is proof-read for spelling and punctuation errors
Composition: Structuring and Organising Text	<ul style="list-style-type: none"> The impact of words and phrases is varied to achieve impact <u>Begins to use simple organisational devices, including headings and sub-headings to aid presentation</u> <u>More accurately uses paragraphs around a theme @</u> 	<ul style="list-style-type: none"> <u>Almost always uses paragraphs to group related ideas and information around a theme</u> <u>More accurately uses simple organisational devices, including headings and sub-headings to aid presentation</u> Begins to use pronouns and nouns chosen to aid clarity and to avoid repetition 	<ul style="list-style-type: none"> Detail is carefully selected and included to engage reader's interest <u>Simple organisational devices, including headings and sub-headings to aid presentation</u> <u>Paragraphs are used to group related ideas and information</u> <u>Appendix 2 - Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition</u> <u>Appendix 2- Fronted adverbials to vary sentence construction are used and punctuated using commas</u> <u>Conjunctions, adverbs and prepositions to express time, and cause</u>
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <u>Accurately uses full stops, capital letters, exclamation marks and question marks</u> <u>Inverted commas are used accurately</u> Appendix 2 - Writing demonstrates use of nouns and noun phrases, modified by adjectives and other nouns to add detail 	<ul style="list-style-type: none"> <u>A range of punctuation is increasingly accurately used including using commas to separate speech</u> <u>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</u> 	<ul style="list-style-type: none"> <u>Appendix 2- Direct speech is punctuated accurately</u> <u>Writing demonstrates use of the present perfect form of verbs in contrast to the simple past tense</u> <u>Appendix 2 - Understands Standard English forms for verb inflections (we were instead of we was)</u> Writing begins to demonstrate use of the plural and possessive-s Appendix 2 – Understand the term determiners
Transcription Spelling	<ul style="list-style-type: none"> <u>More than ½ of the common exception words from Y3/4 list are spelt accurately</u> <u>Accurately spells word with the suffixes –sure, -ture and –sion</u> 	<ul style="list-style-type: none"> <u>Most common exception words from Y3/4 list are spelt increasingly accurately</u> <u>Homophones and near-homophones from the Y3/4 list are spelt accurately</u> 	<ul style="list-style-type: none"> <u>Most common exception words from Y3/4 list are spelt accurately</u> <u>Accurately spells word with the suffixes –ous, -ion, -ian, -tion, -ssion, -sion and –cian</u> <u>Accurately spells words with the suffixes –ing, -er, -ed,@ -en and –ation</u> <u>Appendix 2 - Understands the grammatical difference between the plural and possessive s and is beginning to use it in their writing</u>
Transcription Handwriting	Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant		<u>Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant</u> <u>Also, ascenders and descenders do not touch</u>
End of Yr Mastery	<u>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded</u>		

Year Group	Year 5 WTS TAFs are in orange type EXS TAFs are in red type GDS TAFs are in green		
Strand	Autumn	Spring	Summer Y5
Composition: Planning, Drafting, Evaluating and Proof Reading	<ul style="list-style-type: none"> Evaluation is made of the effectiveness of own and others' writing Writing is proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> The drafting process draws upon a progressively varied and rich vocabulary Evaluation continues and proposes changes to grammar and vocabulary Writing is used to proof read for spelling and punctuation errors, including some use of a dictionary to check spelling 	<ul style="list-style-type: none"> The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures Evaluation continues and considers the accurate use of pronouns in sentences Writing continues to be proof read for editing
Composition: Structuring and Organising Text	<ul style="list-style-type: none"> The structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of: <ul style="list-style-type: none"> Paragraphs to group related ideas and information @ Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition @ Appendix 2 - Fronted adverbials to vary sentence construction are used and punctuated using commas @ 	<ul style="list-style-type: none"> Begins to experiment with language (especially imagery, similes and metaphors) Begin to use further organisational and presentational devices structure text and to guide the reading (e.g. headings, bullet points, underlining) In narrative, attempts are made to vary the pace Begin to use fronted adverbial phrases 	<ul style="list-style-type: none"> The structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of: <ul style="list-style-type: none"> Mostly accurate use of simple organisational devices, including headings and sub-headings to aid presentation Fronted adverbials are used increasingly accurately to vary sentence construction Performance is made of their own compositions using appropriate intonation, volume and movement so the meaning is clear
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> To punctuate direct speech accurately including punctuation after the dialogue Commas to clarify meaning or avoid ambiguity in writing are beginning to be used but not always accurately Begins to use bullet points 	<ul style="list-style-type: none"> Appendix 2 – Use the range of punctuation taught at ks2 mostly correctly e.g. inverted commas and other punctuation to indicate direct speech Commas to clarify meaning or avoid ambiguity in writing and hyphens to avoid ambiguity are used with increasing accuracy Begins to understand modal verbs and adverbs to indicate possibility Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> Appendix 2 - A range of punctuation is used accurately including commas to clarify meaning & after fronted adverbials, possessive apostrophes for plural nouns, bullet points Begins to use brackets, dashes and commas for parenthesis Bullet points are used consistently Appendix 2 - Relative clauses beginning with who, which, where, when, whose and that or an are beginning to be used Appendix 2- Convert nouns/adjectives into verbs using suffixes (-ate, -ise, -ify)
Transcription Spelling	<ul style="list-style-type: none"> Accurately spells words with the suffixes -cial or -tial, -able,- ile, -ably,- ibly, Accurately spells words with 'silent' letters 	<ul style="list-style-type: none"> Is beginning to use homophones and other words that are often confused from the Y5/6 list Accurately spell words containing the letter-string ough 	<ul style="list-style-type: none"> Some of the common exception words from Y5/6 list are spelt increasingly accurately Uses more of a variety of homophones and other words that are often confused from the Y5/6 list Accurately spells words with the suffixes -cious, or -tious, -ant, -ance, -ancy, -ent, -ence, -ency
Transcription Handwriting	Handwriting is legible, joined and fluent with increasing speed		Handwriting is legible, joined and fluent with increasing speed and the writing implement that is best suited for a task is chosen
End of Yr Mastery	All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded		

Year Group	Year 6 (Page 1 of 2) WTS TAFs are in orange type EXS TAFs are in red type GDS TAFs are in green			
Strand	WTS TAFs covered in previous years	Autumn	Spring	Summer
Composition: Planning, Drafting, Evaluating and Proof Reading		<ul style="list-style-type: none"> Proof read for spelling and punctuation errors including effective use of a dictionary 	<ul style="list-style-type: none"> Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement Select vocabulary to reflect shades of meaning Use a variety of sentence lengths & clause structure for effect varying clause position within the sentence Précis short passages focussing on key facts 	<ul style="list-style-type: none"> The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action When required, longer passages are précised appropriately
Composition: Structuring and Organising Text	<ul style="list-style-type: none"> Use paragraphs to organise ideas 	<ul style="list-style-type: none"> Write for a range of purposes In narratives, describe settings and characters In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) <p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <ul style="list-style-type: none"> paragraphs to develop and expand some ideas, descriptions a range of organisational and presentational devices, including the use of bullet points to guide the reader 	<p>The pupil can</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader Appendix 2 - a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) 	<p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <ul style="list-style-type: none"> appropriate choice of tense to support whole text cohesion and coherence

Year Group	Year 6 (Page 2 of 2) WTS TAFs are in orange type EXS TAFs are in red type GDS TAFs are in green			
Strand	WTS TAFs covered in previous years	Autumn	Spring	Summer
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use commas for lists and apostrophes for contracted forms 	<ul style="list-style-type: none"> Uses a range of punctuation mostly accurately including commas to clarify meaning & after fronted adverbials, possessive apostrophes for plural nouns, bullet points and other punctuation to indicate direct speech ® Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> The pupil can: select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. E.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility Use a range of devices to build cohesion e.g. conjunctions, adverbials of time and place, pronouns, synonyms, within and across paragraphs Appendix 2 – use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> According to audience, purpose and context, writing demonstrates appropriate use of: <ul style="list-style-type: none"> expanded noun phrases to convey complicated information concisely relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas Use the range of punctuation taught at key stage 2 mostly correctly e.g. inverted commas and other punctuation to indicate direct speech Use verb tenses consistently and correctly throughout their writing To mostly accurately use semi colons to separate items within lists or to mark the boundary between independent clauses Appendix 2 – Knows the difference between formal and informal speech: use of question tags & subjunctive form: If I were...
Transcription Spelling	<ul style="list-style-type: none"> Most common exception words from year 3/4 list are spelt correctly Some of the common exception words from year 5/6 list are spelt correctly 	<ul style="list-style-type: none"> More than ½ of the common exception words from Y5/6 list are spelt accurately Accurately spells words with the suffixes –fer (SEE APPENDIX 1) Spell some words with silent letters Some of the common exception words from year 5/6 list are spelt correctly ® 	<ul style="list-style-type: none"> Most common exception words from Y5/6 list are spelt increasingly accurately Confidently uses a wide range of homophones and other words that are often confused from the Y5/6 list Begins to use hyphens 	<ul style="list-style-type: none"> Most common exception words from Y5/6 list are spelt accurately Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Confidently uses a wide range of homophones and other words that are often confused from the Y5/6 list Makes accurate use of the rule: 'i before e except after c' and understands the exceptions Accurately uses hyphens Appendix 2 – Know how words are related by meaning as synonyms and antonyms
Transcription Handwriting	<ul style="list-style-type: none"> Write legibly 	<ul style="list-style-type: none"> Write legibly ® 	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed 	<p>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement</p>
Greater Depth		<p><u>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted</u> <u>In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded</u></p> <p><u>The pupil can:</u> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, characterisation and structure</p> <ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this Use the range of punctuation taught at ks2 correctly e.g. semi colons, dashes, colons, hyphens and where necessary, use such punctuation to enhance meaning and avoid ambiguity 		

Year Group	Beyond Year 6		
Strand	Autumn	Spring	Summer
Thresholds (how many for each step)	4-6 descriptors	7-10 descriptors	11-13 descriptors
	<ul style="list-style-type: none"> Imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, e.g. <i>deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot</i> Convincing, individual voice or point of view established and mostly sustained throughout, e.g. <i>authoritative expert view, convincing characterisation, adopting a role</i> Level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, e.g. <i>controlled informality, generalisations or shifts between conversational style and more literary language</i> Material is clearly controlled and sequenced, taking account of the reader's likely reaction, e.g. <i>paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i> A range of features clearly signal overall direction of the text for the reader, e.g. <i>opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</i> Construction of paragraphs clearly supports meaning and purpose, e.g. <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i> Within paragraphs, cohesive devices contribute to emphasis and effect, e.g. <i>adverbials as sentence starters</i> Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect Confident use of a range of sentence features to clarify or emphasise meaning, e.g. <i>fronted adverbials ('Reluctantly, he...', 'Five days later, it...'), complex noun or prepositional phrases</i> Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, e.g. <i>only occasional comma splices, some use of semi-colons, not always accurate</i> Vocabulary chosen generally appropriate to purpose and audience Range of vocabulary generally varied and often ambitious, even though choices not always apt Generally correct spelling throughout, including some ambitious, -uncommon words with complex -sound/symbol relationships words with -unstressed syllables multi-letter vowel -and consonant symbols 		

Year Group	Pre - Year 1		
Strand	Autumn	Spring	Summer
Phonics	<ul style="list-style-type: none"> Shows awareness of rhyme and alliteration Recognises rhythm in spoken words. Recognises familiar words and signs such as own name and advertising logos 	<ul style="list-style-type: none"> Continues a rhyming string Can segment the sounds in simple words and blend them together knows which letters represent some of them Hears and says the initial sound in words Begins to decode phase 2 CVC words and simple sentences 	<ul style="list-style-type: none"> Use phonic knowledge to decode regular words and read them aloud accurately Begins to decode words and simple sentences with phonics phase 2 / 3
Reading	<ul style="list-style-type: none"> Listens to stories with some attention Listens to and joins in with stories and poems, one-to-one and also in small groups Beginning to be aware of the way stories are structured Suggests how the story might end Shows interest in illustrations and print in books and print in the environment Looks at books independently Handles books carefully Holds books the correct way up and turns pages 	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall Describes main story settings, events and principal characters Knows that print carries meaning and, in English, is read from left to right and top to bottom Enjoys an increasing range of books Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Knows that information can be retrieved from books and computers They listen to stories accurately anticipating key events 	<ul style="list-style-type: none"> They listen to stories accurately anticipating key events and responds to what they hear with relevant comments, questions and actions Reads and understand simple sentences using Phase 3/4 phonemes and tricky words Demonstrates understanding when talking with others about what they have read They answer 'how' and 'why' questions about their experiences and in response to stories and events Read some common irregular words phase 2/3

*Key P= Pre-level

Year Group	Year 1		
Strand	Autumn	Spring	Summer Y1 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Reads a range of tricky words on sight Read 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 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Reads with some fluency without reliance on decoding most words Re-read books to build up their fluency and confidence in reading known texts Reads some Phase 4 common irregular words 	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read other words of more than one syllable that contain taught GPCs
READING COMPREHENSION (appropriate to age-related texts)	<ul style="list-style-type: none"> Shows an understanding of a wide range of poems, stories and non-fiction that has been read and listened Has learned simple rhymes and poems and joins in reciting them with others Draw on what they already know or on background information and vocabulary provided by the teacher to answer questions Regards reading as a pleasurable activity Can point to a full stop in a text Can use pictures (<i>unprompted</i>) and texts to identify meaning With support, can find information to help answer simple literal questions in texts at an appropriate levels (<i>may be using picture clues, if not prompted</i>) 	<ul style="list-style-type: none"> Recognises the characteristics of key stories, including fairy stories and traditional tales, uses predictable phrases to help retell them Show an understanding of word meanings, through discussion, linking new meanings to those already known Understanding the significance of the title and events within a book <i>Contributes to discussion (expressing likes/dislikes) and make links to own experiences, background information and vocabulary provided</i> Check that the text makes sense to them as they read. Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Consider the particular characteristics of what they read and hear read Predict what might happen on the basis of what has been read so far (<i>about the plot and/or characters of an unknown story, using the text and other book features</i>) Corrects inaccurate reading when prompted Explain clearly their understanding of what is read to them Can read aloud and is beginning to use expression to show awareness of punctuation (<i>may only be a full stop at this stage</i>) Can answer simple questions/find information in response to a direct, literal question Contributes to discussion, expressing opinion about main events and characters in the story (<i>beyond simply like/dislike e.g. good and bad characters and why</i>)

GPC = Grapheme-Phoneme Correspondence

Year 2 (page 1 of 2) TAFs in orange (WTS) red (EXS) green (GDS)				
Year Group				
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y2 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING	<ul style="list-style-type: none"> Read aloud many words quickly & accurately without over sounding out or blending 	<ul style="list-style-type: none"> Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words to decode age appropriate texts accurately. Sound out many unfamiliar words accurately <i>(May need support when reading long vowel phonemes that have several representations, for example ai, a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, raid)</i> Recognises common exception words, words with -s, -es, -ing, -ed, -er, -est, endings; and words of more than one syllable containing taught GPCs Recognises and reads words with contractions (I'm, I'll, We'll, he's) and understands that the apostrophe represents the omitted letter(s) Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently Knows the function of full stops when reading aloud. Can select an appropriate book using the front cover and book title as well as the illustrations and words inside to make reading choices 	<ul style="list-style-type: none"> Recognises and effortlessly decodes alternative sounds for graphemes Reads words of two or more syllables Can read aloud and is able to use expression to show awareness of punctuation, such as .?! Reads many common exception words 	<ul style="list-style-type: none"> Reads words with common suffixes and most common exception words, based on what has been taught Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately In an age appropriate book reads words accurately and fluently without overt sounding and blending at over 90 words per minute When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency Reads most common exception words

Year Group		Year 2 (page 2 of 2) TAFs in orange (WTS) red (EXS) green (GDS)		
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y2 <i>Refer to non-statutory guidance for exemplification</i>
READING COMPREHENSION		<ul style="list-style-type: none"> • Demonstrates understanding of a wide range of poetry, stories and non-fiction that has been read and listened • Demonstrates increasing familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • Can retell an unknown story (<i>unfamiliar before first reading</i>) beginning, middle and end (<i>may only be in simple terms, because of unfamiliarity, but they have the general idea</i>) • Can identify key ideas and information • Recognises sequences of events in simple texts. • Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them • Makes simple predictions on what might happen based on what has been read so far • Shows an understanding of the meaning of words through discussion and makes links to those already known • Can distinguish between fiction and non-fiction texts • Can provide verbal explanations linked to own experiences, background information, and vocabulary provided • In a familiar book that they can already read accurately and fluently they can check it makes sense • Regards reading as a pleasurable activity. 	<ul style="list-style-type: none"> • Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say • Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • Can locate specific information on a given page in response to a direct question (<i>such as key events, characters names or key information on a non-fiction page</i>) • Asks and answers questions appropriately including those based on inferences of what is said / done • Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • Recognises that non-fiction books can be structured in different ways (<i>non-chronological reports, information poster, letter</i>) • Checks that the text makes sense, whilst reading, applying phonic knowledge, to correct inaccuracies • Regards reading as a pleasurable activity © • Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear • Recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided • Recognises and understands the different structures of non-fiction books that have been introduced (<i>ie using contents or index pages to locate information in a non-fiction texts</i>) • Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • Make inferences on the basis of what has been read • Makes predictions on the basis of what has been read so far, using a range of clues (e.g experience of books written by same author, books on a similar theme, title, cover, blurb) • Can discuss the characteristics and actions of the characters within a story • Constructs meaning whilst reading independently, self -correcting where the sense of the text is lost • Can provide simple explanations about events or information for example, why a character acted in a particular way) • Can compare similarities and differences between texts/books in terms of characters, settings and themes
END OF YR MASTERY		<ul style="list-style-type: none"> • All aspects of reading comprehension at the National Standard are embedded • Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose • Plausible inferences and predictions based on what has been read, are offered and explained • New words are understood through the explanation of their meaning, in context and by making links to known vocabulary • Is able to discuss a range of books read during Y2 		

Year Group	Year 3		
Strand	Autumn	Spring	Summer Y3 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING	<ul style="list-style-type: none"> • Can read <u>some</u> Year 3/4 common exception words list (20 words plus approximately) • Can read independently using a range of strategies appropriately, including decoding to establish meaning 	<ul style="list-style-type: none"> • Can read <u>approximately half of the</u> Year 3/4 common exception words list (20 words plus) • Can read aloud with expression and intonation, taking into account '?,! ' for contractions; as well as inverted commas (" ") for dialogue • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Can read <u>approximately half of the</u> Year 3/4 common exception words list (50 words plus) • Can read aloud with intonation and expression taking into account a higher standard punctuation including ... () – • Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet
READING COMPREHENSION	<ul style="list-style-type: none"> • With support, use dictionaries to check the meaning of words that they have read • Makes predictions on the basis of what has been read so far, using a range of clues (e.g experience of books written by same author, books on a similar theme, title, cover, blurb) ® • Is beginning to identify difference and similarities between fiction genres • Can compare similarities and differences between texts/books in terms of characters, settings and themes ® • Make inferences on the basis of what has been read ® • Understand the job of different punctuation marks (.?! ' " ") • Develop a positive attitude to reading by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> • Use contents, indexes and subheadings to find information • Understands the purpose of a paragraph/chapter • Identify the main features of a wider range of non-fiction text types (e.g instructions, explanations) • Can make plausible predictions based on knowledge from the text and wider connections (e.g. books with similar theme, by the same author, or a personal connection the child makes) • Compare texts with others by the same author • Can understand straightforward underlying themes and ideas in an appropriate level text • Beginning to distinguish between fact and opinion in texts • Summarise and explain the main points from a text, referring back to the text to support this 	<ul style="list-style-type: none"> • Can use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters • Can identify the language features of some different text types (e.g. language used in a recount is different to that of language used in a set of instructions) • Begin to predict what will happen and why events and actions have happened using evidence from the text (e.g. why a character behaves in a certain way) • Can identify themes and conventions in a wide range of books • Can empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act • Can use clues from action, description and dialogue to establish meaning • Can comment on the author's choice of the words and phrases to create mood and build tension or paint a picture

Year Group	Year 4 TAFs are in red type		
Strand	Autumn	Spring	Summer Y4
WORD READING	<ul style="list-style-type: none"> • Can read <u>approx half</u> of the Year3/4 common exception words list® • Can read a range of standard appropriate texts fluently and accurately • Can skim and scan to identify key ideas in a text 	<ul style="list-style-type: none"> • Can read <u>most</u> of the Year 3/4 common exception words list • Apply their growing knowledge of root words, prefixes and suffixes when reading new words • Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech 	<p><i>Refer to non-statutory guidance for exemplification</i></p> <ul style="list-style-type: none"> • Can read <u>vast majority if not all</u> of the Year3/4 common exception words list • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet • Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account
READING COMPREHENSION	<ul style="list-style-type: none"> • Read texts that are structured in different ways for a range of purposes • Can locate information by skimming and scanning (e.g to locate specific information or to form a general impression) • Is able to quote directly from the text to support thoughts and discussions • Predict what might happen from details stated and implied • Can use text marking to support retrieval of information or ideas from texts (highlighting, underlining or making notes) • Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and their actions • Can discuss reasons for action and events based on evidence • Understand that different kinds of sentences can affect the meaning (short sentences for impact or to create pace) 	<ul style="list-style-type: none"> • Can use knowledge of text structure to locate specific information (e.g. headings, sub-headings, chapters in non-fiction, find relevant paragraph/chapter in fiction) • When prompted, can justify and elaborate on opinions and predictions referring back to the text for evidence • Can quote directly from the text to answer questions • Can read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way the act • Can identify the viewpoint from which a story is told and how this affects the readers' response (e.g. author's bias) • Can understand and explain different characters' points of view • Can discuss how characters are built from small details • Can recognise how a character is presented in different ways and respond to this, with reference to the text • Identify and explain the difference between fact and opinion • Recognise some different forms of poetry (for example, free verse, narrative poetry) • Identify main ideas drawn from more than one paragraph • Use dictionaries to check the meaning of words that they have read, independently • Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Can locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes • Can refer to the text to support opinions and predictions (e.g. summing up what has been found, state thoughts, find evidence to support views) • Can begin to use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts • Can discuss how an author builds a character through dialogue, action and description and the relationship between characters, explaining the effects this has on the reader • Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs) • Can talk about the authors' choice of language and its effect on the reader in different non-fiction texts (e.g. Heroic Headteacher saves pupil) • Can identify the ways in which paragraphs are linked (e.g connecting adverbs and pronouns for continuity) • Ask questions to improve their understanding of a text • Participate 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 • Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery, fable, myth)

Year Group	Year 5 TAFs are in red type		
Strand	Autumn	Spring	Summer Y5 <i>Refer to non-statutory guidance for exemplification</i>
READING WORDS	<ul style="list-style-type: none"> • Can read some of the Year 5/6 common exception words list (20 words approx) 	<ul style="list-style-type: none"> • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. • Can understand and explain the function of punctuation ... () – apostrophe for omission and possession and "" for direct speech. • Can begin to work out the meaning of unknown words by the way they are used in context. 	<ul style="list-style-type: none"> • Can read approximately half of common exception words list (50 words approx) • Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> • Can understand and explain the function of <u>sophisticated</u> punctuation : ; • Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.
READING COMPREHENSION	<ul style="list-style-type: none"> • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction • Can compare the structure of different stories and discover how they differ in pace, build up, sequence, conflict and resolution • Can compare and talk about the structures and features of a range of non-fiction texts • Can discuss the work of some established authors and knows what is special about their work (e.g. <i>Julia Donaldson – rhyme, Michael Morpurgo – Animals/Cornwall/Isles of Scilly, Roald Dahl – fantasy/humour</i>) • Identify how language, structure, and presentation contribute to meaning • Make comments supported by some generally relevant textual reference or quotation. • Understand the difference between open and closed questions 	<ul style="list-style-type: none"> • Recommends books to others based on own reading preferences, giving reasons for choice • Can make comparisons within books and identify features common to different texts or versions of the same text • Identify themes and conventions in a wide range of books • Identify some basic features of organisation at text level • Can understand how figurative language (similes, metaphors, personification) creates images for the reader. • Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content • In non-fiction, retrieve, record and present information to the reader from a range of sources • Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • Can explore alternatives that could have occurred in texts (e.g. <i>different endings</i>) 	<ul style="list-style-type: none"> • Can understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (e.g. <i>The Gingerbread Man, The Very Hungry Caterpillar, Oliver Twist</i>) • Can comment on the quality and usefulness of a range of texts and explain clearly to others • Can comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger • Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this • Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements • Can explain a characters' motive throughout a story and use evidence from the text to back up opinions • With confidence can identify the view point of a text and how this impacts on the reader • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration • Can refer to the text to support predictions and opinion (e.g. <i>summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views</i>) • Can skim and scan non-fiction text <u>at speed</u> for research

Year Group	Year 6 TAFs are in red type			
Strand	TAFs covered in previous years	Autumn	Spring	Summer Y6 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING		<ul style="list-style-type: none"> • Can read more than half of Year 5/6 common exception words list (50+ words) • Can work out the meaning of unknown by the way that they are used in context • Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books 	<ul style="list-style-type: none"> • Can read majority of Year 5/6 common exception words list (80+ words) • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience 	<ul style="list-style-type: none"> • Can read vast majority if not all of the Year 5/6 common exception words list • Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 ®
READING COMPREHENSION	<ul style="list-style-type: none"> • Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs) • Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration • In non fiction, retrieve, record and present information to the reader from a range of sources • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<ul style="list-style-type: none"> • Can explore texts to support and justify predictions and opinions (<i>Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience</i>) • Skim read all text types to establish meaning • Ask questions to enhance their understanding of the text • Can discuss the difference between literal and figurative language and the effects of imagery • Can discuss the message a text has about our society, a particular culture or traditions from the past • Distinguish between statements of fact and opinion; and in non-fiction • Identify viewpoint in text, with some, often limited, explanation • Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction 	<ul style="list-style-type: none"> • Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including poetry, prose, fiction and non-fiction • Can evaluate relationships between characters (e.g how they behave in different ways with different characters in different settings) • Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm or insincerity) • Can discuss how the historical, social or cultural context of a text can affect its meaning and how it can change over time • Can discuss the purpose, audience and organisation of different fiction/non-fiction texts evaluating their success • Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others 	<ul style="list-style-type: none"> • Makes predictions based on details rooted in the text (stated and implied) • Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing • Explains how language, structure and presentation contribute to meaning and effect of a text • Comments on how language, including figurative language and irony, is used to contribute to meaning • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Can identify and explain the writer's viewpoint with reference to the text • Can comment on how specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of events • Identify some basic features of organisation at text level (<i>going beyond the obvious in fiction such as flashbacks and forwards and in non-fiction looking at devices and decisions the writer has made in multi-genre texts</i>) • Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph • Is able to make comparisons within and across different texts • Has learnt a wide range of poetry by heart

Year Group	Beyond Year 6		
Strand	Autumn	Spring	Summer Y6 <i>Refer to non-statutory guidance for exemplification</i>
Thresholds	4-6 descriptors	7-10 descriptors	11-13 descriptors
READING COMPREHENSION	<ul style="list-style-type: none"> • Can use quotations and text references to support ideas and arguments • Can combine information from different sources to produce meaningful information • Can identify the different layers of meaning in the text. (e.g. a war story might tell about life in the trenches but also the regime of a nation/propaganda e.g. WWII and Hitler) • Can identify the language associated with different viewpoints and how this can affect the meaning e.g. Some people believe, On the other hand, One way of looking at this) • Can comment on how inferences can be different depending on the experiences of the reader (e.g. an evacuee or survivor of a war verses soldier/dictator or someone who has not experienced war first hand) • Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement • Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning • Detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text • Comment on how a range of features relating to organisation at text level contribute to the effects Summer, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas • Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder' • Main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'. • Viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person' • The effect on the reader clearly identified, and how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete' • Some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing • Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time 		