



SOUTH WILFORD
Endowed C of E Primary School

End of Year Expectations

Year 1

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Read and write numbers from 1 to 20 in numerals and in words
- Count to and across 100, forwards and backwards from any given number
- Count from zero in multiples of 2, 5 and 10
- Add and subtract a two-digit number and a one-digit number up to 20
- Solve one-step multiplication and division problems by using concrete objects and pictorial representations
- Write addition and subtraction statements using the symbols:
 $+$ $-$ $=$
- Recognise and name the fractions $\frac{1}{2}$ and $\frac{1}{4}$
- Tell the time to the hour, and half past the hour, using an analogue clock
- Sequence events in chronological order
- Use the comparative vocabulary of length, mass, capacity and time
- Recognise and name rectangles (including squares), circles and triangles
- Recognise and name cuboids (including cubes), pyramids and spheres
- Describe position and movement

Essential Mathematical knowledge for Year 1

- Know the symbols $=$, $+$, $-$
- Know doubles and halves up to 10
- Know number bonds to 10 (2+8, 6+4 etc)
- Know the value of different denominations of coins and notes
- Know the days of the week
- Know the meaning of 'weeks', 'months' and 'years'

Reading

- Fluently read all the letters and sounds in the alphabet and in the year 1 spelling list
- Read accurately by blending known sounds
- Read common exception words
- Read common suffixes (-s, -es, -ing, -ed, -er, -est)
- Read multi-syllable words containing known sounds (e.g. lunchbox)
- Read words with apostrophes e.g. don't, and understand the apostrophe replaces a letter
- Retell familiar stories and traditional tales
- Recognise and join in with predictable phrases
- Recite some poetry by heart
- Understand texts based on prior knowledge or provided information
- Correct inaccurate reading by checking what is read makes sense
- Discuss the significance of book titles and significant events in a book
- Draw conclusions on the basis of what is said and done in a book
- Make predictions based on reading so far
- Demonstrate an understanding of what is read to them

Writing

- Write a simple sentence with a capital letter and full stop
- Spell words using the standard sound
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Understand spelling rules for adding 's' to the end of a word
- Use suffixes -ing, -ed, and -est on the ends of words appropriately
- Sit and hold writing implements correctly
- Begin to form lower case letters correctly
- Form capital letters
- Form the digits 0 – 9
- Compose a sentence orally before writing
- Sequence sentences to form short pieces of text
- Read writing aloud audibly and clearly
- Leave spaces between words
- Join words and clauses using 'and'

Grammar and Punctuation

- Separating words with spaces
- Capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun 'I'



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End of Year Expectations

Year 2

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Read and write numbers up to 100 in numerals and in words
- Compare and order whole numbers up to 100
- Count from zero in multiples of 2, 3 and 5
- Count in tens from any number, forwards and backwards
- Add and subtract numbers including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, and three one-digit numbers
- Derive addition and subtraction facts to 100 using known facts to 20
- Write multiplication and division statements using correct symbols
- Understand that addition and multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot
- Recognise and name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$
- Tell the time to the nearest five minutes using an analogue clock, including 'quarter past' and 'quarter to'.
- Use a ruler to measure lengths in millimetres and centimetres
- Identify and describe 2D and 3D shapes
- Use mathematical vocabulary to describe position, direction and movement

Essential Mathematical knowledge for Year 2

- Know the place value headings of ones and tens
- Know that zero is a placeholder
- Know the symbols $=$, $<$, $>$, $\times$, $\div$
- Know the meaning of odd and even numbers
- Know doubles and halves up to 20
- Know addition and subtraction facts to 20
- Know multiplication facts for the 2, 5 and 10 multiplication tables
- Know division facts related to the 2, 5 and 10 multiplication tables
- Know that 60 minutes = 1 hour and 24 hours = 1 day
- Know the symbols for pounds (£) and pence (p)
- Know the standard units for length (m, cm), mass (kg, g), temperature ($^{\circ}\text{C}$) and capacity (litres/ml)

Reading

- Read fluently using decoding skills
- Read accurately by blending, including alternative sound e.g. g in giraffe and g in goat
- Read multi syllable words containing known sounds.
- Read common suffixes (-ment, -ness, -ful, -less, -ly)
- Read exception words from Y2 list
- Read most words quickly and accurately without overt sounding and blending
- Discuss and express views on a wide range of poetry, stories and non-fiction
- Recognise simple recurring literacy language in stories and poetry
- Perform poetry learnt by heart with appropriate expression
- Discuss and clarify the meanings of words
- Discuss the sequence of events in books
- Draw conclusions on the basis of what is being said and done in a book
- Ask and answer questions about a text
- Predict what might happen based on reading a piece of text so far
- Explain and discuss a range of reading e.g. fiction, non-fiction, poetry

Writing

- Spell some words with apostrophes e.g. can't is cannot
- Use the possessive apostrophe e.g. it is Mrs Bacon's pencil
- Use suffixes to spell longer words including ment, -ness, -less, -ful, ly
- Form lower case letters of the correct size relevant to one another
- Write capital letters of appropriate size
- Write for different purposes e.g. a letter or a story
- Read aloud using appropriate intonation (tone of voice)
- Use noun phrases to add description e.g. the mysterious castle
- Use four main types of sentence appropriately (statement, question, exclamation or command)
- Use present and past tense correctly
- Use a range of conjunctions e.g. because, when, if, that, but, or
- Use appropriate punctuation - . , ! ?
- Use commas for a list

Grammar & Punctuation

- Subordination (using **when, if, that or because**) and co-ordination (using **or, and, or but**)
- Expanded noun phrases for description, for example, **the blue butterfly, plain flour, deep, dark ocean**
- Correct choice and consistent use of present and past tense throughout the writing
- Use of possessive forms of verbs in the present and past tense to mark actions in progress
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, for example, **the girl's name**



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Year 3

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Read and write numbers up to 1000 in numerals and in words
- Compare and order whole numbers up to 1000
- Count from zero in multiples of 4, 8, 50 and 100
- Add and subtract numbers mentally including a three-digit number and ones, tens and hundreds
- Use column addition and subtraction with numbers up to three digits
- Use known facts to multiply and divide mentally within the 2, 3, 4, 8 and 10 multiplication tables
- Multiply a two-digit number by a one-digit number
- Understand fractions as proportions
- Understand fractions as numbers
- Count forward and backwards in tenths
- Tell the time using analogue and digital 12-hour clocks
- Measure length (mm, cm, m), mass (g, kg) and capacity (ml, l)
- Measure perimeters of shapes

Essential Mathematical knowledge for Year 3

- Know the place value headings of tenths, ones, tens and hundreds
- Know multiplication facts for the 3, 4 and 8 multiplication tables
- Know division facts related to the 3, 4 and 8 multiplication tables
- Know that a right angle is $\frac{1}{4}$ of a turn
- Know the number days in a year
- Know that 60 seconds = 1 minute
- Know the Roman numerals from I to XII
- Know the vocabulary of time including o'clock, a.m., p.m., morning, afternoon, noon and midnight
- Know the meaning of 'perimeter'

Reading

- Read aloud and understand words based on knowledge of root words, prefixes & suffixes e.g. fair and unfair, walk and walking
- Use dictionaries to check the meanings of words
- Retrieve and record information from non-fiction texts
- Identify how different texts are structured and presented
- Recognise different forms of poetry
- Check a text makes sense by re-reading
- Summarise the main ideas from their reading
- Draw conclusions about feelings, thoughts and motives
- Predict what might happen next from details stated when reading a piece of text
- Listen to and discuss the content and style of a wide range of fiction, poetry, plays and non-fiction
- Perform plays and poetry aloud
- Retell some fairy tales or traditionally tales orally

Grammar and Punctuation

- Expressing time, place and cause using conjunctions for example: **when, before, after, while, so, because**
- Adverbs for example: **then, next, soon, yesterday**
- Prepositions for example, **before, after, during**
- Determiners – a rock / an apple
- Speech marks for direct speech

Writing

- Apply phonic knowledge to spell common words from y3 / y4 list
- Use a dictionary to check spellings
- Understand the difference between plural and possessive '-s' e.g. 'it was Sarah's pencil' and 'where are the pencils?'
- Use apostrophe for contractions accurately e.g. I'm, we'll, he'd, she's
- Use inverted commas to show direct speech ("and ")
- Use a range of conjunctions to extend sentences with more than one clause. I went to the shops after I had been swimming
- Use conjunctions, adverbs and prepositions to express time, cause and place (see grammar section)
- Use expanded noun phrases, e.g. The cold, dark castle
- Organise paragraphs around a theme
- Develop detail of characters, settings and plot in narrative
- Use simple organisational devices in non-fiction e.g. headings and subheadings in a report
- Proofread own work for sense
- Understand the features of writing speech
- Be able to think aloud, explore and collect ideas, draft and re-read to check meaning is clear
- Write for a range of purposes and audiences across the curriculum in a variety of genres (e.g. letter writing, stories, reports)



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Year 4

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Round any number to the nearest 10, 100, 1000 and round a number with one decimal place to the nearest whole number
- Count backwards through zero
- Use columnar addition and subtraction with numbers up to four digits
- Multiply two- and three-digit numbers by a one-digit number
- Use known and derived facts to multiply and divide mentally
- Write any number of tenths or hundredths as a decimal
- Find families of common equivalent fractions
- Add and subtract fractions with the same denominator
- Find areas of rectilinear shapes by counting squares
- Use a line of symmetry to complete a symmetric shape or pattern
- Identify lines of symmetry in 2D shapes
- Use coordinates in the first quadrant (this means no negative numbers)
- Interpret and construct bar charts and time graphs

Essential Mathematical knowledge for Year 4

- Know multiplication facts up to 12×12
- Know division facts related to tables up to 12×12
- Know the place value headings of ones, tens, hundreds and thousands
- Know the Roman numerals I, V, X, L, C
- Know decimals equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$
- Know adjacent time facts involving years, months, weeks, days, hours, minutes and seconds
- Know 12- and 24-hour clock conversions
- Know the names and connected properties of triangles and quadrilaterals
- Know the definitions of acute and obtuse angles
- Know that area is measured in squares
- Know that perimeter is a measure of length

Reading

- Read further exception words, including those with unusual spelling / sound links (e.g. myth, unique, tongue, double, science)
- Choose to use a dictionary to check the meaning of unknown words
- Can use non-fiction features such as contents page, glossary and index to locate information
- Choose to read a wider range of books and authors
- Check that a text makes sense, including explaining the meaning of words in context
- Read and discuss differences between types of poems.
- Identify how structure and presentation of a piece of text contribute to meaning
- Identify how language choice by an author contributes to meaning within a piece of text
- Discuss words and phrases which capture the reader's interest and why
- Identify themes in a range of books
- Identify and summarise the main ideas drawn from more than one paragraph
- Use evidence to justify comments made about a piece of text
- Predict what might happen from details implied in books read
- Perform plays and poetry aloud using intonation (expression), tone, volume and action

Grammar and Punctuation

- Noun phrases expanded by the addition of adjectives, nouns and preposition phrases e.g. '**the teacher**' to '**the strict maths teacher with curly hair**'
- Use inverted commas and other punctuation to indicate direct speech for example, **The conductor said, "sit down!"**
- Use commas after fronted adverbials - for example: later that day, I heard the bad news.
- Plural and possessive S – a group of girls – the girl's bike
- Standard English – we were / we was
- Apostrophes

Writing

- Apply spelling rules to spell tricky words from y3 / y4 list
- Choose a dictionary to check a spellings
- Use the possessive apostrophe with plurals (for example, the girl's name, the girls' names)
- Use fronted adverbials to say when, where or how, e.g. Late last night, the man left the house.
- Recognise and use verb inflections for the past, present and future tense e.g. ran (past tense), running (present / future tense), run (future tense)
- Use and punctuate speech correctly in a piece of writing
- Use conjunctions, however, although and adverbs quietly, anxiously and prepositions underneath, behind for desired effect
- Proofread own work for spelling, grammar, punctuation and to make sure it makes sense
- Read aloud own work using appropriate intonation (expression), tone and volume
- Write in a variety of styles e.g. story, report, letter
- Apply organisational devices and paragraphing in non-fiction writing
- Develop characters, settings and plot with increasing detail within writing
- Recognise some of the differences between Standard English and non-standard English (formal and informal writing)
- Use appropriate features to create a piece of writing which suits the purpose and engages the audience



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Year 5

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Identify multiples and factors of a number
- Count forwards and backwards through zero
- Round to one decimal place
- Use columnar addition and subtraction with numbers of any size
- Multiply a three- or four-digit number by a two-digit number using long multiplication
- Divide numbers up to four-digits by a single-digit number using short division and interpret the remainder
- Add and subtract fractions with denominators that are multiples of the same number
- Write decimals as fractions
- Understand that per cent relates to number of parts per hundred
- Convert between adjacent metric units of measure for length, capacity and mass
- Measure and draw angles
- Calculate the area of rectangles
- Distinguish between regular and irregular polygons

Essential Mathematical knowledge for Year 5

- Know the place value headings up to millions
- Recall primes to 19
- Know the first 12 square numbers
- Know the Roman numerals I, V, X, L, C, D, M
- Know the % symbol
- Know percentage and decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$
- Know rough conversions between metric and imperial units
- Know that angles are measured in degrees
- Know angles in one whole turn total 360°
- Know angles in half a turn total 180°
- Know that area of a rectangle = length $\times$ width

Reading

- Use a wide range of strategies to work out how to read unfamiliar words
- Read a range of non-fiction and modern fiction, including from literary heritage and from other cultures and traditions
- Make book recommendations about books to others, giving reasons for choices
- Discuss themes and ideas across a wide range of writing
- Explain and discuss understanding of reading using some technical terms e.g. metaphor
- Make comparisons within and across books
- Summarise ideas drawn from more than one paragraph, identifying key details
- Identify how language, structure and presentation of a piece of text affects its purpose
- Discuss understanding of texts, including exploring meaning of words in context
- Discuss how authors use language, including figurative language, to affect the reader
- Predict future events from details stated and implied
- Participate in discussions about books, building on and challenging ideas.

Grammar & Punctuation

- Relative clauses using relative pronouns – who, which, where
- Use clauses beginning with **who, which, where, when, whose, that**
- Indicate degrees of possibility using adverbs [for example **perhaps, surely**] or modal verbs [for example **might, should, will, must**]
- Use of commas
- Link ideas across paragraphs using adverbials of time, place or number e.g. later, nearby, secondly
- Use brackets dashes or commas for parenthesis

Writing

- Apply taught spelling rules and knowledge in own writing
- Use a dictionary and thesaurus effectively
- Use advanced organisational and presentational skills e.g. linking ideas in paragraphs by using adverbials such as 'later'
- Use the correct tense consistently throughout a piece of writing
- Use expanded noun phrases to convey information concisely e.g. the pale, anxious man...
- Use modal verbs or adverbs to indicate degrees of possibility e.g. it might rain later
- Use adverbials of time(later), place (nearby), and number (secondly)
- Recognise vocabulary and structures that are appropriate for formal use
- Use clauses with commas to clarify meaning or avoid ambiguity e.g. the man, who was looking concerned was watching from afar
- Use brackets dashes and commas to include additional information
- Identify the audience and purpose before writing, and adapt accordingly to interest the chosen audience
- Describe setting atmosphere and characters effectively for the reader
- Can apply what has been learnt about standard and non-standard English when writing dialogue for characters (formal and informal speech)
- Generate ideas, draft and re read a piece of writing to check that the meaning is clear



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Year 6

The information in this booklet outlines the age-related expectations for Maths and English, that the children should understand by the end of the year.

Mathematics

- Multiply and divide numbers with up to three decimal places by 10, 100, 1000
- Use long division to divide numbers up to four digits by a two-digit number
- Use simple formulae expressed in words
- Generate and describe linear number sequences
- Use simple ratio to compare quantities
- Write a fraction in its lowest terms by cancelling common factors
- Add and subtract fractions and mixed numbers with different denominators
- Multiply pairs of fractions in simple cases
- Find percentages of quantities
- Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line
- Calculate the volume of cubes and cuboids
- Use coordinates in all four quadrants
- Calculate and interpret the mean as an average of a set of discrete data

Essential Mathematical knowledge for Year 6

- Know percentage and decimal equivalents for fractions with a denominator of 2, 3, 4, 5, 8 and 10
- Know the rough equivalence between miles and kilometres
- Know that vertically opposite angles are equal
- Know that the area of a triangle = $\text{base} \times \text{height} \div 2$
- Know that the area of a parallelogram = $\text{base} \times \text{height}$
- Know that volume is measured in cubes
- Know the names of parts of a circle
- Know that the diameter of a circle is twice the radius
- Know the conventions for a 2D coordinate grid
- Know that mean = $\text{sum of data} \div \text{number of pieces of data}$

Reading

- Use knowledge of words and grammar to read aloud and understand new words
- Choose to read a range of non-fiction and modern fiction from literary heritage and from other cultures and traditions
- Ask questions to improve understanding of texts
- Identify and discuss themes and conventions across a wide range of writing
- Provide reasoned justifications for views about a piece of text
- Consider different accounts of the same event / story and viewpoint of the author, for example how different characters might feel differently about the same event
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify and discuss how the language, structure and presentation contribute to the meaning of a piece of text
- Justify the author's choice of language, including figurative language, to affect the reader
- Participate in formal presentations and debates about reading
- Reflect on feedback regarding the quality of their explanations and contributions to discussions about books

Grammar & Punctuation

- use of the passive voice to affect the presentation of information in a sentence for example *Bill broke the window.* Becomes - *The window was broken by Bill.*
- link ideas across paragraphs using a wider range of cohesive devices: repetitions of a word or phrase, grammatical connections and ellipsis
- Use layout devices such as heading, subheading, columns, bullet or tables to organise, present and structure the text for the reader
- Use a colon to introduce a list and use semi-colon within a list

Writing

- Draw on their knowledge of words and grammar to spell correctly
- Use a dictionary to check spelling and meaning
- Ensure correct subject and verb agreement e.g. my brother is a vet. My brothers are vets
- Use passive verbs to affect the presentation of the information e.g. I broke the window in the greenhouse. The window in the greenhouse was broken
- Recognise the difference in informal and formal language and when to use each in writing
- Use hyphens to avoid ambiguity e.g. recover and re-cover I need to recover the treasure. I must re-cover the tea to keep the flies away
- Use semi-colons, colons and dashes between independent clauses e.g. it's raining; I'm fed up!
- Punctuate bullet points consistently
- Select appropriate grammar and vocabulary to change and enhance the meaning
- Consciously control the structure of sentences and paragraphs for effect
- Summarise longer pieces of text
- Develop setting, atmosphere and character effectively including through dialogue between characters
- Speak orally using appropriate intonation(expression), volume, and movement
- Demonstrate a mastery of language through public speaking, performance and debate
- Choose the most appropriate form of writing and sustain for audience and purpose