



# Speedwell Infant School

## Progression and Termly Age Related Expectations

### Reception – Year 2



At Speedwell Infant School we recognise the importance of ensuring that we have a shared understanding of progress over time and age related expectations for each year group at different points throughout the year, thus ensuring that children are 'ready' for the following year group.

This document has been created using both the End of Key Stage 1 standards, the interim Pre-key stage 1 standards, the new 2021 EYFS Development Matters, The National Curriculum and Target Tracker. We have identified the statements children should be achieving to be working at age related expectations at different stages throughout the year. We have aligned the expectations to our termly assessments to ensure that we use the same bands when assessing our children at different points throughout the year. This will ensure that we can also measure progress over time.

Children who achieve the expected standards should be levelled in the Green Bands as Low expected or High Expected. The levels in this band align to the levels we should use on Target Tracker.

It will be used as a tool to inform planning and assessment alongside the curriculum and other guidance. It will be reviewed regularly in order to keep it up to date with the latest assessment information.

## Progress over time

5 (Reception) or 6 steps progress over the year - expected progress

More than 5 (Reception) or more than 6 steps progress - accelerated progress

Less than 5 (Reception) or less than 6 steps progress – poor progress

Children will have an on entry assessment when they join school either in Nursery or Reception. After this, throughout school the end of summer term assessment will be the start of autumn term assessment.

A baseline teacher assessment will be made in KS1 within the first 3 weeks of Autumn term in order to quickly identify any children who may have regressed over the summer holidays. This will not result in any changes to end of summer term assessments or expectations in progress over the coming year, but will enable teachers to quickly revisit any learning to get children back on track and achieve at least expected progress over the year.

|           | Entry to school baseline assessment |   |   |                                |                               |                                |
|-----------|-------------------------------------|---|---|--------------------------------|-------------------------------|--------------------------------|
|           | Low emerging                        | High emerging / working towards the expected standard | Low expected / at risk of working below ARE | High expected / working at ARE | Low exceeding / greater depth | High exceeding / greater depth |
| Nursery   | Pre 3W+ or lower                    | Pre 3S  | Pre 3S+                                     | Nursery B                      | Nursery B+                    | Nursery W                      |
| Reception | Nursery W+ or lower                 | Nursery S   | Nursery S+                                  | Reception B                    | Reception B+                  | Reception W                    |

|           | End of Autumn term assessment |   |   |                                |                               |                                |
|-----------|-------------------------------|---|---|--------------------------------|-------------------------------|--------------------------------|
|           | Low emerging                  | High emerging / working towards the expected standard | Low expected / at risk of working below ARE | High expected / working at ARE | Low exceeding / greater depth | High exceeding / greater depth |
| Nursery   | Pre 3S+ or lower              | Nursery B   | Nursery B+                                  | Nursery W                      | Nursery W+                    | Nursery S                      |
| Reception | Nursery S or lower            | Nursery S+  | Reception B                                 | Reception B+                   | Reception W                   | Reception W+                   |
| Year 1    | Reception W+ or lower         | Reception S   | Reception S+                                | 1B                             | 1B+                           | 1W                             |
| Year 2    | 1W+ or lower                  | 1S  | 1S+   | 2B                             | 2B+                           | 2W                             |

|           | End of Spring term assessment |   |   |                                |                               |                                |
|-----------|-------------------------------|---|---|--------------------------------|-------------------------------|--------------------------------|
|           | Low emerging                  | High emerging / working towards the expected standard | Low expected / at risk of working below ARE | High expected / working at ARE | Low exceeding / greater depth | High exceeding / greater depth |
| Nursery   | Nursery B+ or lower           | Nursery W   | Nursery W+                                  | Nursery S                      | Nursery S+                    | Reception B                    |
| Reception | Reception B or lower          | Reception B+  | Reception W                                 | Reception W+                   | Reception S                   | Reception S+                   |
| Year 1    | Reception S or lower          | 1B  | 1B+   | 1W                             | 1W+                           | 1S                             |
| Year 2    | 1S+ or lower                  | 2B  | 2B+   | 2W                             | 2W+                           | 2S                             |

|           | End of Summer term assessment |   |   |                                |                               |                                |
|-----------|-------------------------------|---|---|--------------------------------|-------------------------------|--------------------------------|
|           | Low emerging                  | High emerging / working towards the expected standard | Low expected / at risk of working below ARE | High expected / working at ARE | Low exceeding / greater depth | High exceeding / greater depth |
| Nursery   | Nursery W+ or lower           | Nursery S   | Nursery S+                                  | Reception B                    | Reception B+                  | Reception W                    |
| Reception | Reception W or lower Emerging | Reception W+ Emerging                                 | Reception S Expected                        | Reception S+ Expected          | 1B                            | 1B+                            |
| Year 1    | 1B+ or lower                  | 1W  | 1W+   | 1S                             | 1S+                           | 2B                             |
| Year 2    | 2B+ or lower Below            | 2W Working Towards                                    | 2W+ Expected                                | 2S Expected                    | 2S+ Greater Depth             | 3B Greater Depth               |

## Termly Age Related Expectations Statements

Children should be achieving the following statements at different stages throughout the year in order to meet the expected levels for that term for their year group.

In the EYFS, the new 2021 Development Matters will be followed as the progression document, this document captures end of Reception year expectations from the new 2021 EYFS Statutory Framework Early Learning Goals to support transition into KS1.

Within the EYFS Priority is given to all children achieving expected outcomes in the Prime Areas of Learning. The specific areas of Literacy and Mathematics are also captured below as these align to progression into KS1 for Reading, Writing and Mathematics.

The following key is used throughout the document

KEY for KS1 statements:

**Red statements** – Taken from pre – key stage 1 expectations and end of Key stage 1 expectations

Black statements – From the curriculum

***Bold Italic statements*** – *Working at greater depth statements*

| Prime Areas of Learning    |  |                      | Specific Areas of Learning |             |
|----------------------------|--|----------------------|----------------------------|-------------|
| Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy                   | Mathematics |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</li> </ul> | <p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> | <p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> | <p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> </ul> | <p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> |
|---|--|--|--|--|

|   |  |  |  |  |
|---|--|--|--|--|
| <p>conjunctions, with modelling and support from their teacher.</p> | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Work and play cooperatively and take turns with others;</li><li>- Form positive attachments to adults and friendships with peers;</li><li>- Show sensitivity to their own and to others' needs.</li></ul> |  | <ul style="list-style-type: none"><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>- Write simple phrases and sentences that can be read by others.</li></ul> |  |
|---|--|--|--|--|

## End of Autumn term expectations for Reading– Year 1

*By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following red objectives.*

### Word reading

- Says sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.
- Read accurately by blending the sounds in words with up to 5 known graphemes.
- Read some common exception words.
- Read aloud books consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.
- Begin to read common words by sight e.g. their, called, asked, could etc.
- Begin to read phonically decodable two and three syllable words
- Begin to read with fluency to support meaning.

### Comprehension

#### **In a familiar story/rhyme when being read to by an adult (one to one or in a small group)**

- Talk about events in the story and link them to their own experiences.
- Retell some of the story.
- Understand and use the correct terms when sharing a text; book, cover, beginning, end, page, word, letter, line.
- Recall the main points in a shared text.
- Use story structure when retelling a story.
- Listen to familiar texts and identify likes and dislikes.
- Read non-fiction texts and identify the differences between fiction and non-fiction with support.

## End of Spring term expectations for Reading – Year 1

*By the end of Spring Term Y1 Pupils will be at ARE if they can meet the red (pre-key stage standard) above and at least half of the following red objectives.*

### Word reading

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read many common exception words

#### In a book closely matched to the GPCs as above, the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately
- Read some common words by sight e.g. their, called, asked, could etc
- Begin to read words with simple suffixes such as 's', 'es' and 'ing' e.g. fish, fishes and fishing
- Recognise punctuation when reading. (Capital letters, full stops, question marks, exclamation marks).
- Self-correct inaccurate reading.

### Comprehension

#### In discussion with a teacher, the pupil can:

- Answer questions and make some inferences.
- Select a book for personal reading and explain choice.
- Recall information from the text and highlight parts that are of interest.
- Compare stories and make predictions (e.g. What usually happens to the bad characters?).
- Answer basic questions about a text (Who? What? Where? How?).
- Recognise how the text is organised. (Front cover, contents page).

## End of Summer term expectations for Reading – Year 1

***By the end of Summer Term Y1 Pupils will be at ARE if they can securely meet the red objectives below and are ready to access learning at the expected standard (red) objectives in Y2 Autumn term below.***

### Word reading

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- Read many common exception words

#### **In a book closely matched to the GPCs as above, the pupil can:**

- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately
- Read many common words by sight e.g. their, called, asked, could etc.
- Begin to read words with contractions e.g. I'm or we'll.
- Read some words with simple suffixes such as 's', 'es' and 'ing' e.g. fish, fishes and fishing.
- Read simple texts with confidence and fluency.
- Recognise capital letters, full stops, question marks, exclamation marks.
- Begin to use punctuation cues to aid pace and intonation e.g. pauses at full stops, use voices for speaking characters.
- Re-read if reading does not make sense and self-correct.
- ***Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.***
- ***Sound out most unfamiliar words accurately, without undue hesitation.***

### Comprehension

#### **In discussion with a teacher, the pupil can:**

- Answer questions and make some inferences.
- Know the difference between fiction and non-fiction text.
- Discuss poems, stories and non-fiction texts and explain their understanding of them.
- Relate reading to their own experiences.
- Retell familiar stories e.g. fairy tales or a series of events.
- Identify and join in with predictable or repetitive phrases.
- Talk about simple word meanings.
- Predict what might happen on the basis on what has been read.  
e.g. "What might the story be about and what makes you think that?"
- ***Make simple inferences on the basis of what has been said or done.***  
***e.g. 'What does this tell us about the character?'***

## End of Autumn term expectations for Reading– Year 2

*By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet half of the red objectives.*

### Word reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read most common exception words

### In age appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation
- Use phonemes to help read unfamiliar texts (digraphs, trigraphs and split digraphs).
- Reading is accurate by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes.
- Expression is used when reading.
- A wider range of tricky words can be read.

### Comprehension

### In a familiar book, that they can already read accurately and fluently, the pupil can:

- Check it makes sense to them
- Answer questions and make some inferences.
- Explain what has happened so far in what they have read.
- Comments on plot, setting and characters in familiar and unfamiliar stories are able to be made.
- Events within a book can be understood and sequenced.
- Greater independence is shown when predicting what may happen next within a story.
- Relate content to own experience and knowledge.
- Identify and discuss a range of texts and how texts are organised e.g. non-chronological reports, explanations, recount and instructions.
- Begin to identify a range of punctuation.
- Discuss the meaning of words.

## End of Spring term expectations for Reading– Year 2

*By the end of the Spring Term, Year 2 pupils will be at ARE if they can securely meet at least half of the following red objective and a few of the other statements.*

### Word reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read most common exception words

### In age appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation
- Read with phrasing and fluency, taking note of punctuation to keep track of longer sentences.
- Apply knowledge of graphemes with alternative pronunciations when reading texts.
- Self-correct when reading does not make sense.

### Comprehension

### In a familiar book, that they can already read accurately and fluently, the pupil can:

- Check it makes sense to them
- Answer questions and make some inferences
- Explain what has happened so far in what they have read.
- Show an understanding of text by commenting on main events and characters.
- Locate key vocabulary and specific information in the text to answer questions.
- Use contents and index to help retrieve information.
- Make predictions by using experience of reading a range of texts.
- Use a range of clues from the text to express simple opinions.
- Discuss the meaning of words.

## End of Summer term expectations for Reading– Year 2

***By the end of Year 2 pupils are expected to be a confident independent reader, who are able to securely meet all red statements.***

### **Word reading**

- Read accurately most words of two or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read most common exception words

### **In age appropriate books, the pupil can:**

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation
- Read at a fluent pace, taking note of punctuation.
- Use expression when reading.
- Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)
- Read a wider range of exception words.
- Read words containing common suffixes and prefixes.
- Check the text makes sense and self-correct inaccurate reading.

### **Comprehension**

### **In a familiar book, that they can already read accurately and fluently, the pupil can:**

- Check it makes sense to them
- Answer questions and make some inferences
- Explain what has happened so far in what they have read.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Discuss the meanings of words
- Look through a variety of books with growing independence to predict story development
- Identify words and phrases chosen for effect on the reader
- Discuss their favourite words and phrases
- Locate key vocabulary and information in fiction texts to find answers to simple questions
- Find information in non-fiction, making full use of non-fiction layout

### **In a book they are reading independently**

- ***Make inferences***
- ***Make a plausible prediction about what might happen on the basis of what has been read so far.***
- ***Make links between the book they are reading and other books they have read***

## **End of Autumn term expectations for Writing– Year 1**

*By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following red objectives.*

### **Vocabulary, Grammar and punctuation. (Organisation and purpose)**

- Recognise full stops and capital letters.
- Use full stops and capital letters in writing.
- Use topic related words.
- Begin to use adjectives to make work more interesting (Blue sky, sparkly diamond).

### **Composition**

- Can make up their own sentences and say them aloud, after discussion with the teacher
- Can write down one of the sentences that they have rehearsed.
- Use a sentence structure by chaining clauses together using 'and'

### **Transcription (Spelling and Handwriting)**

- Identify or write the 40+ graphemes on hearing the corresponding phonemes.
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- Spell a few common exception words.
- Form most lower case letters correctly.
- Begin to correctly spell high frequency words.
- Use the prefix un-
- Begin to add the suffix -ing

## End of Spring term expectations for Writing – Year 1

*By the end of Spring Term Y1 Pupils will be at ARE if they can meet the red (pre-key stage standard) above and at least half of the following red objectives.*

### Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate some sentences with capital letters and full stops.
- Use spacing between words.
- Use adjectives to make work more interesting (Blue sky, sparkly diamond).
- Use question marks.
- Use 'and' to link ideas.
- Choose appropriate vocabulary linked to subject matter.
- Use capital letters for common nouns.

### Composition

#### **The pupil can, after discussion with the teacher;**

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Write meaningful words and phrases expressing ideas.
- Start to use story openers (Once upon a time, one sunny day).
- Have some indication of purpose e.g. message, story, label.
- Story writing follows a simple structure. (3 part beginning, middle and end).

### Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.
- 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.
- Spell some common exception words.
- Begin to use digraphs, trigraphs and split digraphs when spelling new words. (ai, igh, a-e)
- Begin to add -ed, -er, -est .

## **End of Summer term expectations for Writing – Year 1**

***By the end of Summer Term Y1 Pupils will be at ARE if they can securely meet the red objectives and are ready to access learning at the expected standard (red) objectives in Y2 Autumn term below.***

### **Vocabulary, Grammar and punctuation. (Organisation and purpose)**

- Demarcate some sentences with capital letters and full stops.
- Use spacing between words.
- Choose appropriate vocabulary linked to subject matter.
- Read what they have written and check that it makes sense.
- Use capital letters for common nouns, names and
- Join ideas together using words such as and, but, because etc.
- Begin to punctuate sentences using:
  - Capital letters
  - Full stops
  - Questions marks
  - Exclamation marks

### **Composition**

**The pupil can, after discussion with the teacher;**

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Write simple, coherent narratives about personal experience and those of others (real or fictional)
- Story writing has some structure. (3 part beginning, middle and end).
- Use adjectives to make work more interesting (Blue sky, sparkly diamond).

### **Transcription (Spelling and Handwriting)**

- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.
- 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.
- Spell some common exception words.
- Use diagraphs, trigraphs and split diagraphs when spelling new words. (ai, igh, a-e)
- Use simple suffixes including 'ing', 'ed' and 'er'
- Use regular plural such as 's' and 'es.'
- Use the prefix 'un' securely
- ***Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.***

## End of Autumn term expectations for Writing– Year 2

*By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet half of the following red objectives.*

### Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.

### Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- Simple additions and corrections are able to be made to a narrative to make it even better.

### Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words
- 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
- Handwriting shows that upper and lower case letters not mixed within words.
- Use simple suffixes including 'ing', 'ed' and 'er'
- Use regular plural such as 's' and 'es.'

## **End of Spring term expectations for Writing– Year 2**

***By the end of the Spring Term, Year 2 pupils will be at ARE if they can securely meet at least half of the following red objective and a few of the other statements.***

### **Vocabulary, Grammar and punctuation. (Organisation and purpose)**

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.
- Use past and present tense.
- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- Use a range of sentence openings e.g. fronted adverbials

### **Composition**

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- Simple additions and corrections are able to be made to a narrative to make it even better.

### **Transcription (Spelling and Handwriting)**

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell many common exception words
- 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 letter
- Add suffixes to nouns (e.g. add –er, -est; plurals – es, - changing y to ies)
- Apostrophe for contraction and omission

## End of Summer term expectations for Writing– Year 2

*By the end of Year 2 pupils are expected to be a confident independent writer, who is able to securely meet all red statements below*

### Vocabulary, Grammar and punctuation. (Organisation and purpose)

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks, exclamation marks and commas in lists
- Use coordination (e.g. or/and/but) and some subordination (e.g. when/ if/ that/ because) to join clauses.
- Use past and present tense correctly and consistently
- Use a wider range of sentence openings (e.g. adverbs)
- Various types of sentence can be written e.g. statement, question and command.
- Writing will use expanded noun phrases to add description (e.g. the dark spooky woods)
- **Use punctuation taught at Key Stage 1 mostly correctly**
- **Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)**

### Composition

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.
- **Make simple additions, revisions and proof reading corrections to their own writing.**
- **After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**

### Transcription (Spelling and Handwriting)

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell most common exception words
- 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 letter
- Correctly use an apostrophe for omission of letters (wasn't didn't it's).
- Add suffixes to nouns (e.g. add -er, -est; plurals - es, - changing y to ies)
- **Use the diagonal and horizontal strokes needed to join some letters**
- **Spell most common exception words.**

## End of Autumn term expectations for Maths– Year 1

***By the end of Autumn Term, Year 1 pupils will be at ARE if they can meet the following objectives.***

### Number

#### Number and place value

- Read and write numbers in numerals from 0 – 9
- Count to 20 demonstrating that the next number in the count is one more and the previous number is one less.
- Represent numbers up to at least 20 using objects and pictorial aids
- Read and write numbers in words from 0 to 5
- Count in multiples of 2s up to 20
- Understand the language of equal to, more than, less than, fewer, most and least
- Begin to add and subtract numbers to 20.

#### Addition and subtraction

- Demonstrate an understanding of mathematical symbols of add, subtract and equal to.
- Demonstrate an understanding that the number of objects changes when objects are added or taken away.
- Demonstrate an understanding that the number of objects remains the same when they are rearranged provided nothing has been added or taken away.
- Solve number problems involving the addition and subtraction of single digit numbers up to 10
- Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g.  $2+2=4$  and  $3+1=4$ )
- Demonstrate an understanding of the commutative law (e.g.  $3+2=5$   $2+3=5$ )
- Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g.  $3+2=5$  the  $5-2=3$ )
- Solve simple addition and subtraction using objects or pictorial aids

#### Multiplication and division

#### Fractions

- Identify, name and find a half of an object or shape

### Measurement

- Directly compare length, height and use language such as long, longer, longest etc.
- Measure and begin to record lengths and heights using non-standard units
- Sequence events in chronological order using appropriate language (e.g. morning, afternoon, evening)
- Recognise and use language relating to days of the week and years
- Tell o'clock time
- Know the values of coins less up to at least 10 pence

### Geometry

#### Properties of Shape

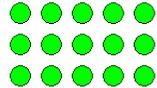
- Recognise some common 2-D shapes
- Recognise and name common 2d and 3d shapes

#### Position and Direction

- Follow and give instructions involving position, direction and movement
- Distinguish between left and right

## End of Spring term expectations for Maths – Year 1

***By the end of Spring Term Y1 Pupils will be at ARE if they can meet the red (pre-key stage standard) above and at least half of the following red objectives.***

| <b>Number</b>  | <b>Measurement</b>   |
|--|--|
| <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>• Read and write numbers in numerals up to 100.</li> <li>• Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.</li> <li>• Say a number 1 more or less for numbers up to at least 50</li> <li>• Represent numbers up to at least 50 using objects and pictorial aids such as a number line</li> <li>• Read and write numbers in words from 0 to 12</li> <li>• Begin to use the language of equal to, more than, less than, fewer, most and least</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Use number bonds and related subtraction facts within 20</li> <li>• Add and subtract a two-digit number and ones where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 23+5, 16+5)</li> <li>• Add and subtract two digit numbers and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 46+20, 88-30)</li> <li>• Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6+4 = 10 and therefore 4+6 = 10 and 10-6 = 4)</li> <li>• Read and begin to write number sentences that use +, - and =</li> <li>• Solve simple addition, subtraction and missing number problems (e.g. 11 = □ - 9) using objects or pictorial aids</li> <li>• Add and subtract numbers to 20.</li> </ul> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Count in twos, fives and tens from 0 and use this to solve problems</li> <li>• Represent multiplication and division using objects, pictorial aids and arrays</li> </ul> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 20px;"> <p>5 + 5 + 5 = 15</p> <p>3 x 5 = 15</p> </div>  </div> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Identify, name and find a half of an object shape or quantity</li> <li>• Identify, name and find a quarter of an object or shape</li> </ul> | <ul style="list-style-type: none"> <li>• Know the value of different coins</li> <li>• Compare mass/weight and capacity using language such as heavy, light, full, empty etc.</li> <li>• Measure and begin to record mass/weight, capacity and volume</li> <li>• Begin to read scales</li> <li>• Sequence events in chronological order using appropriate language (e.g. first, next, then)</li> <li>• Recognise and use language relating to months</li> <li>• Tell o'clock and half past times</li> <li>• Know the value of coins up to at least £2.00</li> <li>• Begin to make the same amount with different coins</li> </ul> |
| <b>Geometry</b>  |  |
| <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> <li>• Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)</li> <li>• Recognise and name common 2d and 3d shapes</li> <li>• Begin to describe the properties of 2D and 3D shapes</li> </ul> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>• Describe position, direction and movement<br/>e.g. left, right, forwards, backwards</li> </ul>  |  |

## End of Summer term expectations for Maths– Year 1

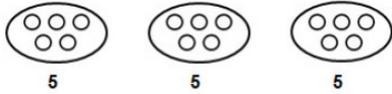
***By the end of Summer Term Y1 Pupils will be at ARE if they can securely meet the red objectives below and are ready to access learning at the expected standard (red) objectives in Y2 Autumn term below.***

| Number  | Measurement   |
|---|---|
| <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>• Read and write numbers in numerals up to 100.</li> <li>• Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.</li> <li>• Say a number 1 more or less and 10 more or less</li> <li>• Represent numbers using objects and pictorial aids such as a number line</li> <li>• Read and write numbers in words from 0 to 20</li> <li>• Count in multiples of 2s, 5s and 10s</li> <li>• Understand and use the language of equal to, more than, less than, fewer, most and least</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>• Use number bonds and related subtraction facts within 20</li> <li>• Add and subtract a two-digit number and ones where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 23+5, 16+5)</li> <li>• Add and subtract two digit numbers and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 46+20, 88-30)</li> <li>• Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6+4 = 10 and therefore 4+6 = 10 and 10-6 = 4)</li> <li>• Read and write number sentences that use +, - and =</li> <li>• Use bonds and subtraction facts to 20<br/>e.g. 20 + 0 = 20, 19 + 1 = 20, 18 + 2 = 20 or 20 – 7 = 13, 20 – 6 = 14</li> <li>• Solve simple addition, subtraction and missing number problems (e.g. 11 = □ - 9) using objects or pictorial aids</li> </ul> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Count in twos, fives and tens from 0 and use this to solve problems</li> <li>• Solve simple multiplication and division problems using objects, pictorial aids and arrays e.g. There were 2 elephants, they both ate 6 bananas. How many bananas were eaten altogether?</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Identify, name and find a half or quarter of an object, shape or quantity</li> <li>• Identify <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math> and know that all parts must be equal parts of the whole</li> </ul> | <ul style="list-style-type: none"> <li>• Know the value of different coins <ul style="list-style-type: none"> <li>• Compare length, height, mass/weight and capacity using language such as long, longer, longest, heavy, light, full, empty etc.</li> <li>• Measure and begin to record lengths, heights, mass/weight, time, capacity and volume</li> <li>• Sequence events in chronological order using appropriate language (e.g. first, next, then or morning, afternoon, evening or yesterday, tomorrow)</li> <li>• Recognise and use language relating to days of the week, months and years</li> <li>• Tell o'clock and half past times</li> </ul> </li> <li>Know the value of coins and notes <ul style="list-style-type: none"> <li>• Use different coins to make the same amount</li> <li>• Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers are given</li> <li>•</li> </ul> </li> </ul> |
|   | Geometry  |
|   | <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> <li>• Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)</li> <li>• Recognise and name common 2d and 3d shapes<br/>2d shapes such as rectangles and circles<br/>3d shapes such as cuboids, pyramids and spheres</li> <li>• Describe the properties of a 2D and 3D shapes</li> </ul> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>• Describe position, direction and movement<br/>e.g. whole, half and quarter turns</li> </ul>  |

## End of Autumn term expectations for Maths– Year 2

***By the end of Autumn Term, Year 2 pupils will be at ARE if they can meet half of the following red objectives.***

| Number   | Measurement   |
|--|---|
| <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</li> <li>Begin to understand the place value of each digit, use this to order numbers to at least 100</li> <li>Recognise sequences of number including odd and even numbers and continue a number sequence that increases or decreases in regular steps</li> <li>Count sets of objects reliably including grouping objects in 10s, 2s and 5s</li> <li>Begin to explain what each digit represents in any 2 digit number</li> </ul> <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> <li>Add and subtract any 2, two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus. (e.g. 48+35, 72-17)</li> <li>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. (e.g. If <math>7+3=10</math>, then <math>17+3=20</math>; if <math>7-3=4</math> then <math>17-3=14</math>; leading to if <math>14+3 = 17</math> then <math>3+14 = 17</math>, <math>17-14=3</math> and <math>17-3=14</math>)</li> <li>Recognise subtraction is the inverse of addition</li> <li>Begin to understand subtraction as ‘difference’ and use a number line to record</li> <li>Know by heart all addition and subtraction facts for each number to 10</li> <li>Use mental calculation strategies to solve simple problems using addition and subtraction involving money and measures</li> <li>Identify doubles and halves of numbers up to 20</li> <li>Recognise coins to 50p and choose coins to make amounts up to 50p</li> <li>Use the symbols + - and = to record number sentences</li> </ul> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>Begin to understand the operation of multiplication as repeated addition</li> </ul> | <ul style="list-style-type: none"> <li>Use different coins to make the same amount</li> <li>Read scales in divisions of ones, twos, fives and tens</li> <li>Read time on a clock to the nearest 15 minutes</li> <li>Begin to use standard units to measure and compare quantities and objects</li> <li>Tell the time using hours, half-hour and quarter-hours</li> <li>Use different coins to make the same amount</li> <li><b><i>Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers are given</i></b></li> </ul>  |
|  | Geometry  |
|  | <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> <li>Name and describe properties of 2D and 3D shapes including number of sides, vertices, edges, faces and lines of symmetry.</li> <li>Identify 2D and 3D shapes from pictures</li> <li>Make and talk about shapes referring to features and properties, such as edges, faces etc.</li> <li>Sort 2D and 3D shapes according to a single criterion</li> <li>Describe the properties of a 2D and 3D shapes</li> </ul> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>Follow and give instructions involving position, direction and movement</li> <li>Distinguish between left and right</li> </ul> |
|  | Statistics  |



- Begin to understand division as repeated subtraction or sharing

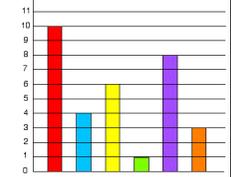
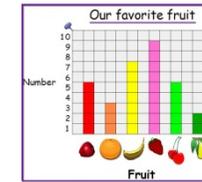
### Fractions

- Identify  $\frac{1}{4}$   $\frac{1}{3}$   $\frac{1}{2}$   $\frac{2}{4}$   $\frac{3}{4}$  of a number or shape and know that all parts must be equal parts of the whole
- Begin to use halves and quarters in practical situations e.g. sharing sweets between four and getting a quarter each
- Relate the concept of half of a small quantity to the concept of half of a shape e.g. shade one half or one quarter of a given shape



- Understand vocabulary relating to handling data, such as sort, group, set, list, table, most common, most popular
- Organise and classify data using simple lists and tables
- Enter data on to a simple computer database
- Communicate their findings, using simple lists, tables, pictograms and block graphs

| Vehicles on the road | Number of vehicles |
|----------------------|--------------------|
| Car                  |                    |
| Bike                 |                    |
| Lorry                |                    |
| Bus                  |                    |
| Motorbike            |                    |



Respond to questions about the data they have presented

## End of Spring term expectations for Maths– Year 2

***By the end of the Spring Term, Year 2 pupils will be at ARE if they can securely meet at least half of the following red objective and a few of the other statements.***

### Number

#### Number and place value

- Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
- Count, read, write and order accurately to at least 100
- Describe and extend simple number sequences (including odd and even numbers)

#### Addition and subtraction

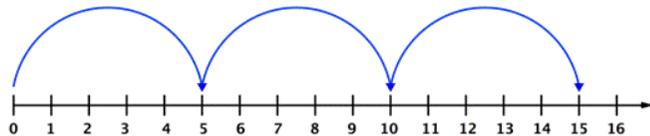
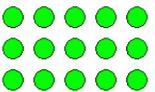
- Add and subtract any 2, two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus. (e.g.  $48+35$ ,  $72-17$ )
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. (e.g. If  $7+3=10$ , then  $17+3=20$ ; if  $7-3=4$  then  $17-3=14$ ; leading to if  $14+3 = 17$  then  $3+14 = 17$ ,  $17-14=3$  and  $17-3=14$ )
- Use place value to derive facts such as  $30 + 70 = 100$
- Use mental strategies to solve simple problems using  $+/-$ , doubling and halving, explaining methods and reasoning orally
- Choose the appropriate operation when solving addition and subtraction problems
- Record mental calculations as number sentences using  $+ - \times \div$  and  $=$  symbols

#### Multiplication and division

- Recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Understand the operation of multiplication as repeated addition
- Begin to see multiplication as an array and represent on a number line

$$5 + 5 + 5 =$$

$$3 \times 5 = 15$$



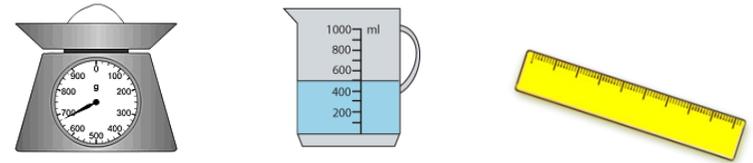
15

- Understand division as repeated subtraction or sharing
- Understand halving as a way of 'undoing' doubling

#### Fractions

### Measurement

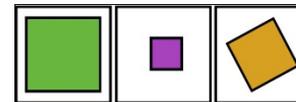
- Use different coins to make the same amount
- Read scales in divisions of ones, twos, fives and tens
- Read time on a clock to the nearest 15 minutes
- Begin to make sensible estimates in relation to familiar units



### Geometry

#### Properties of Shape

- Name and describe properties of 2D and 3D shapes including number of sides, vertices, edges, faces and lines of symmetry.
- Recognise right angles in 2D shapes
- Understand that the properties of shapes remain the same regardless of size and orientation



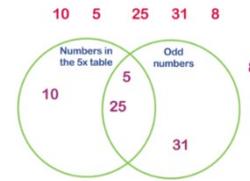
#### Position and Direction

- Recognise and explain that a shape stays the same even when it is held up in different orientations

### Statistics

- Collect and sort data to test a simple hypothesis
- Sort objects and classify them using more than one criterion

- Identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.
- Begin to understand and use unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$  of shapes



|             | Shapes with curved lines  | Shapes with straight lines  |
|-------------|---|---|
| Pink shapes |  |  |
| Blue shapes |  |  |

- Interpret data presented in simple lists, tables, pictograms or block graphs
- Pose questions for others about their data

## End of Summer term expectations for Maths– Year 2

**By the end of Summer Term, Year 2 pupils will be at ARE if they can meet all of the red statements**

### Number

#### Number and place value

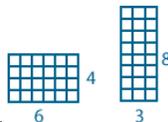
- Partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
- Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 to 100; use <, > and = signs
- Read and write numbers to 100 in numerals and words
- Use place value and number facts to solve problems

#### Addition and subtraction

- Add and subtract any 2, two digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus. (e.g. 48+35, 72-17)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. (e.g. If  $7+3=10$ , then  $17+3=20$ ; if  $7-3=4$  then  $17-3=14$ ; leading to if  $14+3 = 17$  then  $3+14 = 17$ ,  $17-14=3$  and  $17-3=14$ )
- Apply mental and written methods
- Recall addition and subtraction number facts to 20 and use related facts to 100
- Know that addition can be done in any order and that subtraction cannot
- **Use reason about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29+17=15+4+x$ ; ‘together’ Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? Etc.)**
- **Solve unfamiliar word problems that involve more than one step (e.g. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)**

#### Multiplication and division

- Recall multiplication and division facts for the 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Recognise odd/even numbers
- Recall multiplication and division facts for the 2, 5 and 10 times tables
- Record using x, ÷ and = signs
- Know that multiplication can be done in any order but that division cannot
- Solve problems using materials, repeated addition, arrays and mental methods, including in problems in contexts



### Measurement

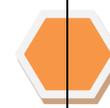
- Use different coins to make the same amount
  - Read scales in divisions of ones, twos, fives and tens
  - Read time on a clock to the nearest 15 minutes
  - Choose and use appropriate standard units; m/cm, kg/g, l/ml and °C
  - Compare and order length, mass, volume/capacity and record results >, < and =
  - Recognise and use symbols pounds (£) and pence (p) and combine amounts to make a particular value
  - Find different combinations of coins to make the same amount
  - Solve simple problems involving adding and subtracting money in a practical context, including giving change
  - Compare and sequence intervals of time
  - Tell the time to five minutes, including quarter past/to and draw hands on a clock to show these
- Know the number of minutes in an hour and hours in a day
- **Read time on the clock to the nearest 5 minutes.**
  - **Read scales where not all the numbers on the scale are given and estimate points in between**



### Geometry

#### Properties of Shape

- Name and describe properties of 2D and 3D shapes including number of sides, vertices, edges, faces and lines of symmetry.
- Identify and describe the properties of 2-D and 3-D shapes, including number of sides, vertices (corners) and faces
- Find a line of symmetry on a 2-D shape
- Compare and sort 2-D and 3-D shapes and everyday objects
- **Describe similarities and differences of 2-d and 3-d shapes, using their properties (e.g. that 2 different 2-d shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces, vertices, but different dimensions).**



- **Recall and use multiplication and division facts for 2,5 and 10 and make deductions outside known multiplication facts.**

### Fractions

- Identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.
- Recognise, find, name and write fractions  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and  $\frac{1}{2}$  of a length, shape or number



$\frac{1}{4}$  of 8 is 2

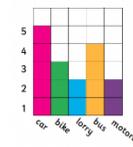
- Write simple fractions, e.g.  $\frac{1}{2}$  of 6 = 3 and to recognise equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$

### Position and Direction

- Order and arrange objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including in a straight line and rotation as turn in term of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

### Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables



- Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity  
Ask and answer questions about totalling and comparing data