



# Reading, Writing & Maths

A curriculum guide  
for parents

# Introduction

The Mastery-learning model forms the basis of our approach to teaching and learning. This means that we spend greater time going into depth about a subject as opposed to racing through the things that all children should know, ensuring no child is left behind. At Bearwood Primary and Nursery school we are dedicated to teaching concepts, so the children understand forwards, backwards and inside out, in order to allow all pupils to deepen their understanding. All pupils will spend time becoming true masters of content of their year group curriculum, applying and being creative with new knowledge and skills in multiple ways.

This booklet has been produced as a guide for parents to aid in the understanding of your child's education. This booklet aims to give parents an overview of the key learning in each year group so that all stakeholders are aware of what pupils need to be in line with national expectations for their year group. It is important to note that this is a summary of the most important parts of the curriculum at Bearwood Primary and Nursery School.

This booklet is a summary of expectations from Nursery through to Year 6. Please note that the key learning in Nursery and Reception is not part of the National Curriculum.

## What about higher attainers?

If a child's progress and attainment significantly exceeds age-related expectations, then rather than moving on to the following year group's work, children will be encouraged to broaden and extend their learning. Pupils will have the opportunity to carry out further in depth and investigative work which allows for a greater understanding of concepts and ideas. This ensures that the children can apply the skills and concepts, alongside other skills they have mastered.

# Nursery

We are proud to be able to welcome children into our school nursery from the term after their third birthday. Having this additional time to adjust to the routines of school life, develop social skills and make friends gives children a great grounding for starting Reception. We follow the Early Years Foundation Stage framework, providing a tailored curriculum based on the interests of the children. Each child is recognised as unique as we nurture a love of learning through play.

We focus on the **'Prime Areas'** of learning...

## Personal, Social and Emotional Development

- Children learn to play in a group, extending and elaborating play ideas
- They learn to demonstrate friendly behaviour and form good relationships
- Children learn to select and use activities and resources with help.
- Children become more outgoing towards unfamiliar people and more confident in new social situations.
- They communicate freely about own home and their community.
- Children develop confidence in asking adults for help.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually adapt behaviour to different events, social situations and changes in routine.

## Communication and Language

- Children learn to listen to others one to one or in small groups.
- They listen to stories with increasing attention and recall.
- Children join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- They learn to follow directions.
- Children develop an understanding of prepositions such as 'under', 'on top', 'behind'
- They respond to simple instructions, e.g. to get or put away an object.
- Children begin to understand 'why' and 'how' questions.
- Children learn to retell a simple past event in correct order.
- They question why things happen and gives explanations. Asks e.g. *who*, *what*.
- They use a range of tenses (e.g. *play*, *playing*, *will play*, *played*).
- Children use talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

## Physical Development

- Children move freely and with pleasure and confidence in a range of ways.
- They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Children learn skills to catch a large ball.
- They draw lines and circles using gross motor movements.
- They use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Children hold a pencil near point between first two fingers and thumb and uses it with good control. They can copy some letters, e.g. letters from their name.
- They understand that equipment and tools have to be used safely.
- Children can usually manage washing and drying hands.
- They dress with help, e.g. puts arms into open-fronted coat or shirt when held up , pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

## Parental Engagement is key

You know your child best and we are keen to work with you to ensure we are providing the very best opportunities for your child to enable them to thrive and develop. We believe in sharing every step of your child's learning journey. We regularly invite parents in so children can show off their skills!

## Bedtime stories matter!

Establishing a regular bedtime routine with a bedtime story can foster a love of rhyme and stories. Encouraging children to talk about the pictures, turn the pages and retell the stories all develops literacy skills which are essential for later academic success.

# Reception

These are the national expectations for children at the end of Reception. The curriculum taught is the Early Years Foundation Stage curriculum.

## Writing

- Use the correct pencil grip
- Write on the line
- Control the size of letters and them correctly
- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words e.g. the, she, he from memory
- They write simple sentences which can be read by themselves and others and begin to use capital letters and full stops.
- Some words are spelt correctly and others are phonetically plausible

## Reading

- Children make simple predictions based on the illustrations.
- They read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read
- Children talk about characters, settings and events with understanding
- They are able to read fluently at Yellow book band level by the end of the year

## Maths

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer
- They solve problems, including doubling, halving and sharing
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them
- They know the story of numbers up to ten e.g.  $6 + 4 = 10$

## Tip for developing writing

Children don't need to write every word correctly.

Encourage them to use sounds they can hear, e.g. pk for park, or bcs for because. As they learn more sounds they will include them in their writing. You can show them how to write tricky or longer words.

Encourage your child to count the sounds they can hear using their 'Phoneme Fingers'.

## We need learners who love reading!

The best thing a school and parent can do for a child is develop a love of reading. This can be a child reading a book or it can be a parent reading to a child or you can take it in turns. You can read any book the child is motivated to read including comics and magazines or material that seems rubbish to the adult! As long as it develops an eagerness to read then this is the best way to set a child up for success at school.

Words are everywhere – help your child identify words and signs in their surroundings to give them a real purpose for reading.

# Year 1 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 1 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 1 children to achieve.

## Composition

- Sequence sentences to form short narratives
- Re-read writing to check it makes sense
- Mark some sentences with capital letters and full stops

## Transcription

### Spelling

- Spell Year 1 common exception words.
- Spell words containing each of the 40+ learned sounds

### Handwriting

- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Normally form lower-case letters of the correct size relative to one another.
- Form capital letters correctly
- Use spacing between words

## Parent tip

All of the learning that takes place in Year 1 should be in the context of a piece of writing. It is expected that a Year 1 child will be able, after working with the teacher, to write a sequence of sentences to form a narrative. (written account that makes sense).

## What are the Year 1 exception words?

Common exception words are words where the usual spelling rule doesn't apply; such as the common exception words "friend", "there", "they" and "said". Some of these exception words are used frequently, so children are introduced to common exception words in year 1 and year 2. Examples of Year 1 exception words are:

the	a	do	to
today	of	said	says
are	were	was	is
his	has	I	you
your	they	be	he
me	she	we	no
go	so	by	my
here	there	where	
love	come	some	one
once	ask	friend	
school	put	push	
pull	full	house	our

# Year 1 Expectations for Reading

## Read words accurately

- Respond with the correct sound to grapheme (letters or groups of letters) for all 40+ phonemes (sounds) including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing letters and sounds that have been taught
- Read the first 100 high frequency words (see list in Home-School Book)
- Read common exception words (see list opposite), noting unusual correspondences between spelling and sound where these occur in the word
- Read accurately books at orange band by the end of Year 1. In the Autumn Term children should be reading Blue Band and Green in Spring, if they are working towards the expectations for their age

## Understand texts

Understand both the books they can read accurately and fluently and those they listen to by

- checking that the text makes sense to them as they read and self correcting
- discussing the significance of the title and events
- predicting what might happen on the basis of what has been read so far

## Common Exception Words

door	floor	poor	because
find	kind	mind	behind
child	children	wild	climb
most	only	both	old
cold	gold	hold	told
every	everybody		even
great	break	steak	pretty
beautiful	after	fast	
last	past	father	class
grass	pass	plant	path
bath	hour	move	prove
improve	sure	sugar	
eye	could	should	would
who	whole	any	many
clothes	busy	people	water
again	half	money	Mr
Mrs	parents	Christmas	

## Reading is everything

Fluent readers are successful in education. They outperform others in all areas and so it is the key skill we want to develop in children in order to access the whole curriculum. It is important that children enjoy the reading experiences they have. If they are reluctant to read, allow them to read a text that motivates them—even if it seems a rubbish read to you! If they are tired or do not want to read, then read to them to get them hooked into the story. Quality time spent together to enjoy reading makes all the difference!

# Year 1 Expectations for Maths

## Know and use number

- Count up and down from 0 to 100 and more
- Count, read and write numbers up to 100
- Count forwards and backwards in 2s, 5s and 10s
- Say what is one more and one less than a given number

## Add and subtract

- Read and write mathematical symbols + - and =
- Know number bond facts to 20 - such as  $1+5 = 6$  and  $5 = 6 - 1$
- Add and subtract numbers up to 20 - such as  $5+5$  or  $12-8$

## Multiply and divide

- Recognise doubles to double 6 e.g.  $4+4 = 8$
- Halve even numbers to 12 e.g. half of 10 is 5

## Use fractions

- Know that a half is one of two equal parts
- Find half of a shape or a set of objects by sharing the shape or set into two equal parts

-

## Use measures

- Compare lengths using words such as long or short, longer or shorter, tall or short, double or half to describe when measuring
- Compare weights using the words heavy or light, heavier than or lighter than
- When working with capacity, use the words full or empty, more than, less than, half, half full and quarter
- Recognise and know the value of all coins ( 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2)
- Recognise the language relating to dates, days of the week, weeks, months and years
- Tell the time to o'clock and half past
- Answer questions about time, such as Who is quicker? or What is earlier?

## Understand properties of shape

- Name common 2-D shapes such as rectangles, squares, circles and triangles and common 3-D shapes such as cubes, spheres and cuboids
- Name some 3-D shapes such as cuboids and cubes, pyramids and spheres.

## Parent tip

In maths there are two factors which contribute to a child's success.

The first is arithmetic and regular practise of the skills they have learnt. Give children lots of opportunity to count forwards, backwards and in different jumps. If they are not yet ready to do this easily, provide visual support to help them. There are lots of websites that support this such as Sumdog, Times tables rockstars and the BBC Bitesize site.

The second factor that makes a positive difference is a good vocabulary relating to different areas of maths. Allowing your child lots of practical opportunities to explore and discuss will help support the development of a mathematical vocabulary. For example give the child chance to measure using real objects at home and discuss which is heavier, lighter, full or empty, half full, long, short etc.



# Year 2 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 2 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 2 children to achieve.

## **Composition**

- Use sentences with different forms in their writing (statements, questions, exclamations and commands).
- Re-read writing to check it makes sense and make improvements

### **Vocabulary, Grammar & Punctuation**

- Use some expanded noun phrases to describe e.g. The blue butterfly
- Use present and past tense mostly correctly and consistently
- Use co-ordination (or / and / but) and some sub-ordination (when / if / that / because)
- Mark most sentences with capital letters and full stops and with some use of question marks and exclamation marks.

## **Transcription**

### **Spelling**

- Segment spoken words into phonemes (sounds) and representing these by graphemes (letters or groups of letters), spelling many correctly
- Spell the Year 2 common exception words
- ☒ Spell some words with contracted forms e.g. can't won't
- Add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly
- Use the possessive apostrophe (singular) e.g. The girl's book
- Distinguish between homophones e.g. break and brake

### **Handwriting**

- Use spacing between words that reflects the size of the letters.
- Join handwriting with consistent size, spacing and orientation
- Form capital letters with the correct size, orientation and relationship to one another and to lower case letters

## **Parent tip**

All of the learning that takes place in Year 2 should be in the context of a piece of writing. It is expected that a pupil can write a narrative about their own or others' experiences (real and fictional) after discussion with the teacher.

## **What are the Year 2 exception words?**

Exception words are words that do not fit the sound or spelling patterns that your child has learnt. Sometimes you will hear that these are words that phonics don't work for, this isn't necessarily true, it can just be that they are irregular and don't follow a pattern. Examples of Year 2 exception words are

door floor poor because  
find kind mind behind  
climb child children\* wild  
most only both old cold  
gold hold told clothes  
every everybody hour even  
any many great break steak  
pretty beautiful after fast  
last past father class  
grass pass plant path bath  
busy move prove improve  
sure sugar could should  
would eye people water  
who whole again half  
money parents Mr Mrs  
Christmas

## **What is contracted form?**

Words with contracted forms are those that have been shortened such as isn't (is not) and won't (will not).



# Year 2 Expectations for Reading

## Read words accurately

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read the next 200 high frequency words (see Home School Book for list)
- Read most words quickly and accurately, without overt sounding and blending, at Gold/White/Lime Book Band level. During the Autumn Term children should be reading Turquoise Book Band. In Spring they should be at Purple Book Band

## Understand texts

Understand both the books that they can already read accurately and fluently and those that they listen to by

- checking that the text makes sense to them as they read and self-correcting inaccurate reading
- drawing inferences on the basis of what is being said and done
- answering and asking questions and making predictions based on what has been read so far

## Reading is the key!

Fluent readers are successful in education. They outperform others in all areas and so it is the key skill we want to develop in children. We will not be successful if they do not love reading. Hence it is important that children enjoy the reading experiences they have. If they are reluctant to read, allow them to read a text that motivates them—even if it seems a rubbish read to you! If they are tired or do not want to read then read to them to get them hooked into the story! If it is hard work—stop! Take time out and think of another way to hook them into a book!

# Year 2 Expectations for Maths

## Know and use numbers

- Count forward and backward in steps of 2, 3 and 5 from 0 and make jumps in tens from any number e.g. 63, 53, 43, 33 ...
- Know what each digit means in a two-digit number e.g. 24 the 2 represents 20 and the 4 represents 4 ones or units

## Add and subtract

- Add and subtract mentally or with objects 1 and 2 digit numbers e.g.  $24 + 5$  or  $56 - 3$
- Add or subtract numbers such as  $42 - 22$  or  $56 + 29$  using objects or pictures
- Check answers or solve missing number problems by doing an inverse check e.g. Know that  $45 + 11 = 56$  is correct because  $56 - 11 = 45$

## Multiply and divide

- Know 2, 5 and 10 times tables by heart
- Recall doubles of numbers to 12 e.g. Double 8 is 16
- Recall halves of even numbers to 24 e.g. Half of 22 is 11
- Say whether a number is odd or even
- Solve multiplication and division problems using times table facts and objects or pictures to help

## Use fractions

- Find  $\frac{1}{3}$  or  $\frac{1}{4}$  or  $\frac{2}{4}$  or  $\frac{3}{4}$  of a shape, length or set of objects

## Use measures

- Choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ( $^{\circ}\text{C}$ ); or capacity (litres/ml)
- Find different combinations of coins that equal the same amounts of money e.g. 20 p can be made with 2 x 10p and 4 x 5p
- Tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times

## Understand properties of shape

- Describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry
- Describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have

## Use statistics

- Interpret and construct simple tables, tally graphs and pictograms



## Parent tip

Good mental skills are a key factor in ensuring a child is successful in maths. When a child is confident with their mental skills, they will feel confident in maths generally.

Therefore, their home learning will have a mental focus and any additional support or work they do should also have a focus on their mental skills. At first, children will need concrete objects such as beads or cubes to support them, then they may be able to use a picture to represent the objects before moving to a more abstract or mental method.

Websites and apps provide lots of opportunities to practise or test mental skills but please ensure your child is not testing themselves or being tested before they have learnt the skills!

Knowing multiplication facts is vital. A child knows a times table when they are able to recall a random table such as  $4 \times 5 =$  within 5 seconds and without counting up or saying the whole table until they get to the answer.

At this age the more opportunities children have to use money and time in real contexts the better. Let them use real coins to make amounts of money and talk to them about telling the time and how clocks work. To help children learn the time, they need to see pictures or videos that will support them.

Websites or apps are also good resources.

# Year 3 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 3 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 3 children to achieve.

## **Composition**

- Plan, write, edit and improve writing
- Begin to organise simple paragraphs around a theme and use simple organisational devices in non-narrative e.g. sub-headings
- Create simple settings, characters and a basic plot in narratives

## **Vocabulary, Grammar & Punctuation**

- Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore, or) prepositions (e.g. before, after, during, in, because, of)
- Use the present perfect form of verbs rather than the simple past e.g. He has gone out to play instead of he went out to play.
- Use **a** and **an** correctly according to whether the next word begins with a consonant or vowel e.g. a rock, an open box
- Mark all sentences correctly with capital letters and full stops
- Accurately use ? and ! and commas in a list

## **Transcription**

### **Spelling**

- Spell some words correctly from the Years 3 and 4 word lists
- Use the possessive apostrophe accurately in words with plurals e.g. The girls' bathroom. Some children's toys

### **Handwriting**

- Maintain joined handwriting, ensuring letters are the correct height and correct distance apart
- Ensure capital letters and lower case letters are consistently sized and proportionate to each other

## **Parent tip**

All of the learning that takes place in Year 3 should be in the context of a piece of writing. It is expected that a pupil can write for different reasons with a basic, simple structure to their writing.

## **Year 3 & 4 Word List**

accident(ally) actual(ly)  
address answer appear arrive  
believe bicycle breath breathe  
build busy/business calendar  
caught centre century certain  
circle complete consider  
continue decide describe  
different difficult disappear  
early earth eight/eighth  
enough exercise experience  
experiment extreme famous  
favourite February forward(s)  
fruit grammar group guard  
guide heard heart height  
history imagine increase  
important interest island  
knowledge learn length library  
material medicine mention  
minute natural naughty notice  
occasion(ally) often opposite  
ordinary particular peculiar  
perhaps popular position  
possess(ion) possible potatoes  
pressure probably promise  
purpose quarter question  
recent regular reign remember  
sentence separate special  
straight strange strength  
suppose surprise therefore  
though/although thought  
through various weight  
woman/women

# Year 3 Expectations for Reading

## Read words accurately

- Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Read fluently and accurately at grey band level

## Understand texts

Develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- beginning to use dictionaries to check the meaning of words they have read
- explaining the meaning of words in context
- identifying themes and conventions in a range of books

Understand what they read in books they can read independently by

- drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- beginning to predict what might happen from details stated and implied (based on content, simple themes or text types)
- Retrieving and recording simple information from non-fiction

## Parent tip

As children get older they start to become more independent in their reading. At this age children will be at a variety of stages. Some will read independently, some will read to an adult and hopefully all children will still enjoy being read to. What remains unchanged is that we need to foster their love of reading in any form. Whether they read with you or alone, the most important thing is that they are reading. Ideally we want children to read a range of fiction and non-fiction however the most important thing is they are motivated to read so even if the text seems rubbish to us it doesn't matter!

# Year 3 Expectations for Maths

## Know and use number

- Count from 0 in steps of 4, 8, 50 and 100
- Find 10 or 100 more or less than a given number
- Know what each digit means in three-digit numbers such as 204
- Solve number problems, working with numbers up to 1000 and in different units of measurement

## Add and subtract

- Add and subtract numbers mentally, including questions such as  $432 - 7$
- Add and subtract numbers mentally, including questions such as  $432 - 70$
- Add and subtract numbers mentally, including questions such as  $432 - 300$
- Use written methods to add or subtract two three-digit numbers

## Multiply and divide

- Know 3, 4 and 8 times tables
- Answer multiplication and division questions such as  $16 \times 5$  or  $45 \div 9$

## Use fractions

- Count up and down in tenths e.g. 5.1, 5.2, 5.3, 5.4
- Know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10
- Find a fraction (such as  $\frac{2}{5}$  or  $\frac{3}{4}$ ) of a set of objects e.g.  $\frac{2}{5}$  of 20 =  $(20 \div 5) \times 2 = 8$
- Show that some fractions have the same value - such as  $\frac{1}{2}$ ,  $\frac{3}{6}$  and  $\frac{5}{10}$  or  $\frac{1}{3}$  and  $\frac{3}{9}$
- Add and subtract fractions with common denominators e.g.  
 $\frac{5}{7} + \frac{1}{7} + \frac{6}{7}$        $\frac{6}{8} - \frac{4}{8} = \frac{2}{8}$

## Use measures

- Measure and compare length (m, cm, mm), weight (kg, g) and capacity (l, ml)
- Work on money problems, adding and subtracting amounts of money and working out how much change is left, using both £ and p
- Tell and write the time to the nearest minute from a clock with numbers or Roman numerals or using 12 and 24 hour clocks

## Understand properties of shape

- Identify horizontal, vertical, perpendicular and parallel lines
- Tell whether an angle is greater than or less than a right angle

## Use statistics

- Answer questions about bar charts, pictograms and tables and make bar charts, pictograms and tables

## Describe position, direction and movement

- Identify right angles and how many make a turn

## Written methods

Written methods, in the National Curriculum, will be very similar to the way we learnt them in school! Children will not start to use them until they are ready. Please don't make your child use formal written methods if they are not familiar with them. Once they are ready, the teacher will introduce the methods and they can begin to use them.

Place value is crucially important and the vocabulary that goes with it. In the example below the conversation that goes with the working should be:

$$\begin{array}{r} 234 \\ + 124 \\ \hline 358 \end{array}$$

" $4+4=8$ ,  $30+20=50$  and  $200+100=300$ . This shows the child understands the value of the digits and where to put them. If your child says  $3+2=5$  in this example you can say "Yes it does but that three is in the tens column so three tens are 30 and the 2 is worth 20.  $30+20$  makes 50. We put a 5 in the tens column to represent 50 then 200 and one hundred makes 300. Then  $300 + 50 + 8 = 358$ ".

## Mental Arithmetic

Regular practise of mental skills is still the focus of home learning. Children need regular practise to keep skills topped up. It's important that they have fun and practical ways to learn new skills—such as the 3, 4 and 8 times tables. They could play snap or pairs with questions and answers or multiplication bingo where they write the answers of times tables on a 3x3 grid and tick off as the calculations are called out.

# Year 4 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 1 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 4 children to achieve.

## Composition

- Plan, write, edit and improve writing
- Organise simple paragraphs around a theme and sequence paragraphs
- Create simple settings, characters and a basic plot in narratives

## **Vocabulary, Grammar & Punctuation**

- Use fronted adverbials e.g. **Later that day**, I heard the bad news.
- Use connectives that signal time, shift attention, inject suspense e.g. Moments later..., meanwhile..., all of a sudden
- Choose pronouns and nouns within and across sentences to aid cohesion and avoid repetition e.g. **Sarah** was upset as **she** didn't want to go.
- Use standard English forms for verb inflections instead of local spoken forms e.g. We **were** instead of we **was** or I **did** instead of I **done**
- Accurately use full stops, capital letters, commas in list, ! and ?.
- Use direct speech mostly punctuated correctly
- Begin to use commas after fronted adverbials

## Transcription

### **Spelling**

- Spell most words correctly from the Years 3 and 4 word list

### **Handwriting**

- Ensure that handwriting is joined and legible and becoming increasingly consistent e.g. ensuring downstrokes are parallel and equidistant.

## Parent tip

All of the learning that takes place in Year 4 should be in the context of a piece of writing. It is expected that a pupil can write a simple story and other texts that have an appropriate, simple structure

## Year 3 & 4 Word List

accident(ally) actual(ly) address  
answer appear arrive believe  
bicycle breath breathe build  
busy/business calendar caught  
centre century certain circle  
complete consider continue  
decide describe different  
difficult disappear early earth  
eight/eighth enough exercise  
experience experiment  
extreme famous favourite  
February forward(s) fruit  
grammar group guard guide  
heard heart height history  
imagine increase important  
interest island knowledge learn  
length library material  
medicine mention minute  
natural naughty notice  
occasion(ally) often opposite  
ordinary particular peculiar  
perhaps popular position  
possess(ion) possible potatoes  
pressure probably promise  
purpose quarter question  
recent regular reign remember  
sentence separate special  
straight strange strength  
suppose surprise therefore  
though/although thought  
through various weight  
woman/women

# Year 4 Expectations for Reading

## Read words accurately

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, where these occur in the word
- Read fluently and accurately at black band level

## Understand texts

Develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and references or textbooks
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- predicting what might happen from details stated and implied and justifying
- identifying main ideas drawn from more than one paragraph and summarising these
- Retrieve and record information from non-fiction

## Parent tip

---

By Year 4 many pupils will become independent and capable readers however children develop at different rates. Ideally we want Year 4 pupils to be reading grey level and then move towards black or free readers within the year.

Some pupils will prefer or need to read to an adult and we hope all pupils will still enjoy being read to. Being read a more challenging text can be a good way to motivate them to want to continue to read.

Being switched on to reading and enjoying it is still the most important thing and pupils should be able to choose what they want to read if it motivates them!

Research shows pupils who are avid readers are 5 times more likely to be successful in education so do all you can to keep them motivated!

# Year 4 Expectations for Maths

## Know and use number

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards to negative numbers below zero e.g. 50, 25, 0, -25, -50
- Order and compare numbers above 1000
- Round a number to the nearest 10, 100 or 1000

## Add and subtract

- Add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction)

## Multiply and divide

- Know all times table up to the 12 times tables
- Multiply a two-digit or a three-digit number by a one-digit number using written methods

## Use fractions

- Show in drawings why a number of fractions equal each other (such as  $\frac{3}{5}$  and  $\frac{9}{15}$ ) and are called equivalent fractions
- Count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten. E.g. 5.67, 5.68, 5.69...
- Recognise and write decimal equivalents to  $\frac{1}{2}$ ,  $= 0.5$ ,  $\frac{1}{4} = 0.25$  and  $\frac{3}{4} = 0.75$
- Round decimals with one decimal place to the nearest whole number. E.g. 3.6 rounds up to 4 and 6.2 rounds down to 6
- Compare numbers with up to 2 decimal places
- Solve measure and money problems involving fractions and decimals to two decimal places

## Use measures

- Convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm

## Understand properties of shape

- Group 2-D shapes based on their properties (such as the number of sides) and sizes
- Find all the lines of symmetry in 2-D shapes

## Use statistics

- Solve comparison, sum and difference problems using information in bar charts, line graphs, tables and other graphs

## Describe position, direction and movement

- Plot points using coordinates and join up the points to create a shape and describe translations

## Parent tip

Mental skills are the most important for ensuring pupil success in mathematics. For this reason home learning will focus on this area of maths. Any additional work pupils do should also be in this area. Websites and apps can provide fun and engaging practise.

Children need to know all times tables by the end of the year to be successful in maths.

A child knows tables when they can recall a random table such as  $6 \times 7 = 42$  in 5 seconds. This means they must know them without counting through the table. Work on this is the most important area to help your child.

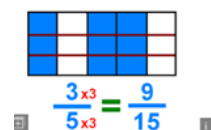
## Parent tip

$$\begin{array}{r} 5075 \\ + 6715 \\ \hline 11790 \end{array}$$

Formal written methods will look very similar to how we learnt them at school. Wait until your child uses a method as a result of learning it at school rather than teaching them it in advance.

## Parent tip

Use drawings to compare fractions.





# Year 5 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 5 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 5 children to achieve.

## **Composition**

- Identify the purpose and audience for writing
- Use the appropriate form and features using other similar writing as a model
- Write cohesively at length
- Plan, write, edit and improve writing
- Use a range of techniques used to create characters, settings and plot
- Use some cohesive devices, within and across sentences and paragraphs

### **Vocabulary, Grammar & Punctuation**

- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- Use devices to build cohesion in a paragraph (e.g. then, after, this, that, firstly)
- Use correct tenses
- Use capital letters, full stops, question marks, exclamation marks, commas and apostrophes mostly correctly. Using commas to support clarity
- Use brackets, dashes or commas for parenthesis

## **Transcription**

- Spell most words correctly (years 3 and 4), spelling some words correctly (years 5 and 6)

### **Handwriting**

- Produce legible joined handwriting

## Parent tip

All of the learning that takes place in Year 5 should be able to be demonstrated in the context of a piece of writing. It is expected that a pupil can write for a range of purposes and audiences (including writing a short story).

## Year 5 & 6 Word List

accommodate accompany  
according achieve aggressive  
amateur ancient apparent  
appreciate attached available  
average awkward bargain  
bruise category cemetery  
committee communicate  
community competition  
conscience conscious  
controversy convenience  
correspond criticise (critic +  
ise) curiosity definite desperate  
determined develop dictionary  
disastrous embarrass  
environment equip (–ped, –  
ment) especially exaggerate  
excellent existence explanation  
familiar foreign forty  
frequently government  
guarantee harass hindrance  
identity immediate(ly)  
individual interfere interrupt  
language leisure lightning  
marvellous mischievous muscle  
necessary neighbour nuisance  
occupy occur opportunity  
parliament persuade physical  
prejudice privilege profession  
programme pronunciation  
queue recognise recommend  
relevant restaurant rhyme  
rhythm sacrifice secretary  
shoulder signature sincere(ly)  
soldier stomach sufficient  
suggest symbol system  
temperature thorough twelfth  
variety vegetable vehicle yacht

# Year 5 Expectations for Reading

## Read words accurately

- Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

## Understand texts

- Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, comparing their key features

### Understand what they read by

- checking that a text makes sense to them, by discussing and understanding the meaning of words in context
- discussing how authors use language and the impact on the reader
- beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- beginning to retrieve, record information from non-fiction
- beginning to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- beginning to provide reasoned justifications for their views.
- identifying how language structure and presentation contribute to meaning
- making comparisons within and across books

## Parent tip

By Year 5 pupils should be reading books from black level. This is free reading where pupils can choose a book that they like and is appropriate to their reading level. This is crucial for maintaining their interest and enjoyment of reading. If they are motivated to read it doesn't matter too much what they are reading or whether it is fiction or non-fiction. If they still enjoy being read to that is also fine! However you may find they now prefer to read independently.



# Year 6 Writing Curriculum

The National Curriculum for Writing is divided into four areas: transcription, handwriting, composition and vocabulary, grammar and punctuation.

Here are the key elements of the Year 6 Curriculum. It should be noted that the National Curriculum contains much more than this but these are the most important skills that we would want all Year 6 children to achieve.

## **Composition**

- Write for a range of purposes and audiences (including writing a short story)
- Use the main features used by authors for writing
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- Plan, write, edit, redraft and improve writing
- Create vivid images by using metaphors and personification

## **Vocabulary, Grammar & Punctuation**

- Use passive/active and modal verbs mostly appropriately
- Active—I broke the window in the greenhouse.
- Passive—The window in the greenhouse was broken by me.
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly and making some correct use of semi-colons, dashes, colons and hyphens

## **Transcription**

- Spell most words correctly (years 5 and 6)

## **Handwriting**

- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

## Parent tip

All of the learning that takes place in Year 6 should be able to be demonstrated in the context of a piece of writing. It is expected that a pupil in Year 6 can write for a range of purposes and audiences (including writing a short story).

## Year 5 & 6 Word List

accommodate accompany  
according achieve aggressive  
amateur ancient apparent  
appreciate attached available  
average awkward bargain  
bruise category cemetery  
committee communicate  
community competition  
conscience conscious  
controversy convenience  
correspond criticise (critic +  
ise) curiosity definite desperate  
determined develop dictionary  
disastrous embarrass  
environment equip (–ped, –  
ment) especially exaggerate  
excellent existence explanation  
familiar foreign forty  
frequently government  
guarantee harass hindrance  
identity immediate(ly)  
individual interfere interrupt  
language leisure lightning  
marvellous mischievous muscle  
necessary neighbour nuisance  
occupy occur opportunity  
parliament persuade physical  
prejudice privilege profession  
programme pronunciation  
queue recognise recommend  
relevant restaurant rhyme  
rhythm sacrifice secretary  
shoulder signature sincere(ly)  
soldier stomach sufficient  
suggest symbol system  
temperature thorough twelfth  
variety vegetable vehicle yacht

# Year 6 Expectations for Reading

## Read words accurately

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

## Understand texts

Maintain positive attitudes to reading and understanding of what they read by

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding and exploring of the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- predicting what might happen from details stated and implied (based on challenging texts, themes, conventions and knowledge about the author or genres)
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Retrieve, record and present information from non-fiction
- Provide reasoned justifications for their views

## Parent tip

By Year 6 pupils should be reading books from black level. This is free reading where pupils can choose a book that they like and is appropriate to their reading level.

This is crucial for maintaining their interest and enjoyment of reading. If they are motivated to read it doesn't matter too much what they are reading or whether it is fiction or non-fiction. If they still enjoy being read to that is also fine! However you may find they now prefer to read independently.

# Year 6 Expectations for Mathematics

## Know and use number

- Work with numbers up to 10 000 000 and know what each digit represents

## Multiply and divide

- Multiply 4 digit numbers by a two-digit number e.g.  $4307 \times 34$  using the written method of long multiplication
- Divide 4 digit numbers by a two-digit number using the written method of short division if this is possible and interpret remainders
- Multiply, divide, add and subtract large numbers mentally
- Use knowledge of the order of operations to carry out calculations (BIDMAS)
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000

## Use fractions

- Add and subtract fractions with different denominators and mixed numbers
- Multiply fractions such as  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
- Change a fraction into a decimal - for example, change  $\frac{3}{8}$  to 0.375 by dividing 1 by 8 and multiplying by 3
- Divide proper fractions by whole numbers e.g.  $\frac{1}{3}$  divided by 2 =  $\frac{1}{6}$
- Recall and use equivalences between simple fractions, decimals and percentages
- Solve problems involving percentages

## Use measures

- Solve problems about different units of measure with three decimal places.
- Convert measurements of length, weight, volume and time up to three decimal places in length (for example  $0.345\text{kg} = 345\text{g}$ )

## Understand properties of shape

- Illustrate parts of a circle including radius, diameter and circumference
- Work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

## Use statistics

- Interpret pie charts and line graphs and calculate the mean as an average

## Describe position, direction and movement

- Translate and reflect shapes on a four quadrant grid

## Use algebra

- Use simple formulae e.g.  $n - 10 = 2$
- Generate and describe linear number sequences
- Express number problems algebraically

## Mental Maths

Mental maths remains the most important skill and practise of these skills is vital. As a result, home learning will focus on this area. If you want to provide further support for your child at home please focus on mental methods and ensure key skills such as times tables, remain a focus.

Websites such as Sumdog, TopMarks and the BBC website can be useful for providing practise opportunities.

## Formal Methods

By Years 5 and 6 pupils will be using formal methods across the four operations. Good tables knowledge is vital for this. The methods will look similar to how we learnt them at school and it is important that pupils understand the place value of the numbers involved in the calculations. It is important to wait until a child has had a method introduced at school before using it so please wait until they use the method naturally.

$$\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \\ \underline{35} \phantom{0} \\ 16 \phantom{0} \\ \underline{16} \phantom{0} \\ 0 \phantom{0} \\ \underline{0} \\ 0 \end{array}$$