

KLIPs

Key Learning Indicators of Performance

English - Reading

Guidance for Using KLIPs:

English



These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- ▶ detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- ▶ overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- ▶ a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in English?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in reading?' or 'How is this pupil performing in writing?'

The Process

- ▶ Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- ▶ Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- ▶ A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skill or knowledge **independently in different subjects or contexts**.
- ▶ When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience? Avoid merely 'spotting techniques' used, or using the key learning grid as a checklist.
- ▶ Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading, drama, and use of reading journals. Look out also for wider opportunities to gather evidence such as reading in other subjects, class assemblies and personal reading. Texts need to be suitable for the age-related grid which is being used. For example, if a Year Three key learning grid is being used, texts would need to be Year Three appropriate.
- ▶ Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.



Making a Summative Judgement Using the KLIPs Approach

- ▶ Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- ▶ The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
 - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in independent writing). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
 - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
 - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- ▶ There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u> ▶ <u>Apply phonic knowledge and skills as the route to decode words.</u> ▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u> ▶ <u>Recognise and use the different ways of pronouncing the same grapheme: e.g. ow in snow and cow.</u> ▶ <u>Read accurately by blending sounds in unfamiliar words.</u> ▶ Read common exception words, noting tricky parts (see below). ▶ Read words containing -s, -es, -ing, -ed, -er, -est endings. ▶ Split two and three syllable words into the separate syllables to support blending for reading. ▶ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. ▶ Develop fluency, accuracy and confidence by re-reading books. ▶ Read more challenging texts using phonics and common exception word recognition. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▶ Relate texts to own experiences. ▶ Recognise and join in with language patterns and repetition. ▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▶ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▶ Enjoy and recite rhymes and poems by heart. ▶ <u>Make personal reading choices and explain reasons for choices.</u> <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▶ Explain clearly their understanding of what is read to them. ▶ <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u> ▶ <u>Identify and discuss the main events in stories.</u> ▶ <u>Identify and discuss the main characters in stories.</u> ▶ <u>Recall specific information in fiction and non-fiction texts.</u> ▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> ▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i> ▶ Make basic inferences about what is being said and done. ▶ <u>Make predictions based on what has been read so far.</u> <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ <u>Listen to what others say.</u> ▶ Take turns.



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u> ▶ Re-read books to build up fluency and confidence in word reading. ▶ <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u> ▶ <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u> ▶ <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></u> ▶ Read longer and less familiar texts independently. ▶ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. ▶ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> ▶ Read further common exception words, noting tricky parts (see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▶ Orally retell a wider range of stories, fairy tales and traditional tales. ▶ <u>Sequence and discuss the main events in stories and recounts.</u> ▶ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▶ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). ▶ Learn and recite a range of poems using appropriate intonation. ▶ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect favourite words and phrases. ▶ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▶ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> ▶ Uses tone and intonation when reading aloud. ▶ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▶ <u>Check that texts make sense while reading and self-correct.</u> ▶ <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</u> ▶ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▶ <u>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></u> ▶ <u>Make predictions based on what has been read so far.</u> ▶ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them, taking turns and listening to what others say. ▶ Make contributions in whole class and group discussion. ▶ Consider other points of view. ▶ Listen and respond to contributions from others.



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>. ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. ▶ Sequence and discuss the main events in stories. ▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</u> ▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▶ Explain the meaning of unfamiliar words by using the context. ▶ Use dictionaries to check meanings of words they have read. ▶ <u>Use intonation, tone and volume when reading aloud.</u> ▶ <u>Take note of punctuation when reading aloud.</u> ▶ Discuss their understanding of the text. ▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</u> ▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u> ▶ Make predictions based on details stated. ▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u> ▶ Discuss the purpose of paragraphs. ▶ Identify a key idea in a paragraph. ▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u> ▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. ▶ Quickly appraise a text to evaluate usefulness. ▶ Navigate texts in print and on screen. ▶ Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them and books they have read independently. ▶ Develop and agree on rules for effective discussion. ▶ Take turns and listen to what others say. ▶ <u>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</u>



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▶ Learn a range of poems by heart and rehearse for performance. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i> ▶ <u>Explain the meaning of key vocabulary within the context of the text.</u> ▶ Use dictionaries to check meanings of words in the texts that they read. ▶ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u> ▶ Make predictions based on information stated and implied. ▶ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u> ▶ Justify responses to the text using the PE prompt (Point + Evidence). ▶ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▶ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u> ▶ <u>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons. Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></u> ▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▶ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i> <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▶ <u>Navigate texts e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u> ▶ Record information from a range of non-fiction texts. ▶ <u>Scan for dates, numbers and names.</u> ▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▶ Develop, agree on and evaluate rules for effective discussion. ▶ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i>



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. ▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▶ Explore themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>. ▶ Make comparisons within a text e.g. characters' viewpoints of same events. ▶ Recommend books to their peers with reasons for choices. ▶ Read books and texts that are structured in different ways for a range of purposes. ▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▶ Learn a wider range of poems by heart. ▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▶ Explain the meaning of words within the context of the text. ▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u> ▶ <u>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</u> ▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u> ▶ Predict what might happen from information stated and implied. ▶ <u>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</u> ▶ <u>Scan for key words and text mark to locate key information.</u> ▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u> ▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. ▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> ▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u> ▶ Explain the effect on the reader of the authors' choice of language. ▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▶ 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. ▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information. ▶ Respond to questions generated by a presentation. ▶ Participate in debates on an issue related to reading (fiction or non-fiction).



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. ▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. ▶ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. ▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▶ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>. 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▶ Independently read longer texts with sustained stamina and interest. ▶ Recommend books to their peers with detailed reasons for their opinions. ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▶ Learn a wider range of poems by heart. ▶ Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▶ <u>Explain the meaning of new vocabulary within the context of the text.</u> ▶ <u>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i></u> ▶ Use a reading journal to record on-going reflections and responses to personal reading. ▶ Explore texts in groups and deepen comprehension through discussion. ▶ <u>Provide reasoned justifications for their views.</u> ▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. ▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. ▶ Predict what might happen from information stated and implied. ▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u> ▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>. ▶ Compare characters within and across texts. ▶ Compare texts written in different periods. ▶ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>. ▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▶ <u>Skim for gist.</u> ▶ <u>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></u> ▶ <u>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</u> ▶ <u>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</u> ▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i> ▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i> <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> ▶ Explore, recognise and use the terms personification, analogy, style and effect. ▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u> <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▶ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▶ Prepare formal presentations individually or in groups. ▶ Use notes to support presentation of information. ▶ Respond to questions generated by a presentation. ▶ Participate in debates on issues related to reading (fiction/non-fiction).



Key Learning Indicators of Performance in Reading Word Lists



Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	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	and/or others according to the programme used			

Year 2 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	– and/or others according to the programme used	



Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	



Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					

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KLIPs

Key Learning Indicators of Performance

English - Writing

Guidance for Using KLIPs:

English



These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- ▶ detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- ▶ overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- ▶ a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in English?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in reading?' or 'How is this pupil performing in writing?'

The Process

- ▶ Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- ▶ Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- ▶ A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skill or knowledge **independently in different subjects or contexts**.
- ▶ When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience? Avoid merely 'spotting techniques' used, or using the key learning grid as a checklist.
- ▶ Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading, drama, and use of reading journals. Look out also for wider opportunities to gather evidence such as reading in other subjects, class assemblies and personal reading. Texts need to be suitable for the age-related grid which is being used. For example, if a Year Three key learning grid is being used, texts would need to be Year Three appropriate.
- ▶ Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.



Making a Summative Judgement Using the KLIPs Approach

- ▶ Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- ▶ The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
 - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in independent writing). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
 - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
 - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- ▶ There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> ▶ Say, and hold in memory whilst writing, simple sentences which make sense. ▶ Write simple sentences that can be read by themselves and others. ▶ Separate words with spaces. ▶ Use punctuation to demarcate simple sentences (capital letters and full stops). ▶ Use capital letter for the personal pronoun <i>I</i>. ▶ Use capital letters for names of people, places and days of the week. ▶ Identify and use question marks and exclamation marks. ▶ Use the joining word <i>and</i> to link words and clauses. ▶ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ▶ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▶ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ▶ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Orally plan and rehearse ideas. ▶ <u>Sequence ideas and events in narrative.</u> ▶ Sequence ideas and events in non-fiction. ▶ Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ <u>Orally compose every sentence before writing.</u> ▶ <u>Re-read every sentence to check it makes sense.</u> ▶ Compose and sequence their own sentences to write short narratives. ▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ▶ Use formulaic phrases to open and close texts. ▶ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ▶ <u>Read aloud their writing audibly to adults and peers.</u> 	<ul style="list-style-type: none"> ▶ <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> ▶ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ▶ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. ▶ Divide words into syllables, e.g. <i>pocket</i>. ▶ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ▶ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ▶ Add s and es to words, e.g. <i>thanks, catches</i>. ▶ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ▶ Add -er and -est to adjectives where no change is needed to the root word. ▶ Spell words with vowel digraphs (see below). ▶ Spell words with vowel trigraphs (see below). ▶ Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ▶ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ▶ Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ▶ Add the prefix -un. ▶ Spell compound words, e.g. <i>farmyard, bedroom</i>. ▶ Spell common exception words (see below). ▶ Spell days of the week. ▶ <u>Name the letters of the alphabet in order.</u> ▶ <u>Use letter names to distinguish between alternative spellings of the same sound.</u> ▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ▶ Sit correctly at a table and hold a pencil correctly. ▶ Hold a pencil with an effective grip. ▶ <u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u> ▶ Form digits 0-9 correctly. ▶ Practise forming letters in handwriting families: <ul style="list-style-type: none"> - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n, p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ▶ Have clear ascenders ('tall letters') and descenders ('tails'). ▶ Form capital letters correctly.



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</u> ▶ Use sentences with different forms: statement, question, command, exclamation. ▶ Secure the use of full stops, capital letters, exclamation marks and question marks. ▶ Use commas to separate items in a list. ▶ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ▶ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ▶ <u>Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u> ▶ <u>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u> ▶ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▶ Select, generate and effectively use verbs. ▶ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▶ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▶ Use present tense for non-chronological reports and persuasive adverts. ▶ Select, generate and effectively use nouns. ▶ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Orally rehearse each sentence prior to writing. ▶ Develop a positive attitude to writing. ▶ <u>Develop stamina for writing in order to write at length.</u> ▶ Write about real and fictional events. ▶ Write simple poems based on models. ▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▶ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Edit and improve own writing in relation to audience and purpose. ▶ <u>Evaluate their writing with adults and peers.</u> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking</i> to <i>the shop</i> to <i>he walked</i> to <i>the shop</i>. <p>Performing</p> <ul style="list-style-type: none"> ▶ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▶ Learn new ways of spelling phonemes for which one or more spellings are already known. ▶ <u>Learn to spell common exception words (see below).</u> ▶ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> ▶ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> ▶ To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). ▶ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ▶ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ▶ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ▶ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ▶ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Form lower-case letters of the correct size relative to one another. ▶ Orientate capital letters correctly. ▶ Use capital letters appropriately e.g. <u><i>not always writing A as a capital, not using capitals within words.</i></u> ▶ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▶ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ▶ Use spacing between words which reflects the size of the letters.



<ul style="list-style-type: none"> ▶ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▶ Select, generate and effectively use adjectives. ▶ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▶ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▶ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▶ Select, generate and effectively use adverbs. ▶ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the /l/ or /əl/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. - the ending –il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>. - The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i>. - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i>. - The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>. - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i>. - The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i>. - The /z/ sound spelt s, e.g. <i>television, usual</i>. ▶ Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>. ▶ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>. ▶ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▶ Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▶ Spell words ending in –tion, e.g. <i>station, fiction</i> ▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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English

Key Learning Indicators of Performance in Writing: Year 3



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Identify clauses in sentences. ▶ Explore and identify main and subordinate clauses in complex sentences. ▶ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i> ▶ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> ▶ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▶ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> ▶ Use inverted commas to punctuate direct speech (speech marks). ▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). ▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> ▶ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▶ Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u> <p>Drafting and writing</p> <ul style="list-style-type: none"> ▶ Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Improvise, create and write dialogue. ▶ Create and develop plots based on a model. ▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▶ Use different sentence structures (see VGP). ▶ <u>Group related material into paragraphs.</u> ▶ <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ Spell homophones and near homophones. ▶ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> ▶ Spell words with endings sounding like /zə/ e.g. <i>treasure, enclosure, pleasure.</i> ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i> ▶ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Form and use the four basic handwriting joins.</u> ▶ <u>Write legibly.</u>



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▶ <u>Use commas to mark clauses in complex sentences.</u> ▶ <u>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u> ▶ <u>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></u> ▶ Use commas after fronted adverbials. ▶ Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives : <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> ▶ <u>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></u> ▶ Identify, select and effectively use pronouns. ▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. ▶ <u>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></u> ▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▶ Plan and write an opening paragraph which combines setting and character/s. ▶ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▶ Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. ▶ Use different sentence structures (see VGP). ▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u> ▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> ▶ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Discuss and propose changes to own and others' writing with partners/small groups. ▶ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. ▶ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i> ▶ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>. ▶ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>. ▶ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>. ▶ Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique</i>. ▶ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>. ▶ Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). ▶ The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. ▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use a joined style throughout their independent writing. ▶ <u>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></u>



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▶ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' ▶ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▶ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> ▶ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with increasing control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g. underlining, bullet points, headings.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>. ▶ Recognise and spell words containing the letter-string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al, -ary, -ic</i>. ▶ To spell further suffixes, e.g. <i>ll in full becoming l</i>. ▶ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing. ▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u>



<ul style="list-style-type: none"> ▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> ▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> ▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> ▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> ▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 	<p>▶</p>		
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Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Manipulate sentences to create particular effects.</u> ▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> ▶ <u>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></u> ▶ Use ellipsis to link ideas between paragraphs. ▶ Use repetition of a word or phrase to link ideas between paragraphs. ▶ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> ▶ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▶ Identify the subject and object of a sentence. ▶ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> ▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect).</i> ▶ Punctuate bullet points consistently. ▶ Identify and use colons to introduce a list. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify audience and purpose. ▶ Choose appropriate text-form and type for all writing. ▶ <u>Select the appropriate structure, vocabulary and grammar.</u> ▶ Draw on similar writing models, reading and research. ▶ Compare how authors develop characters and settings (in books, films and performances). ▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, "It's not fair!"</i></u> ▶ Consciously control the use of different sentence structures for effect. ▶ Use a wide range of devices to build cohesion within and across paragraphs. ▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> ▶ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or – <i>tious</i>. ▶ Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>. ▶ Investigate adding suffixes beginning with vowel letters to words ending in – <i>fer</i>, e.g. <i>referring, reference</i>. ▶ Investigate use of the hyphen. ▶ Investigate and use further prefixes, e.g. <i>bi-trans- tele- circum-</i>. ▶ Distinguish between homophones and other words that are often confused. ▶ Identify root words, derivations and spelling patterns as a support for spelling. ▶ Be secure with all spelling rules previously taught. ▶ Use a number of different strategies interactively in order to spell correctly. ▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u> ▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write, using a joined style, with increasing speed. ▶ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>



<ul style="list-style-type: none"> ▶ Identify and use semi-colons within lists. ▶ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. ▶ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter</i>. ▶ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> ▶ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I <u>were</u> able to come to your party, I would; The school requires that all pupils <u>be</u> honest.</i> 	<ul style="list-style-type: none"> ▶ <u>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.</u> ▶ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> ▶ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> ▶ Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i> ▶ Précis longer passages. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▶ Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate and effective intonation and volume. ▶ Add gesture and movement to enhance meaning. ▶ Encourage and take account of audience engagement. 		
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Key Learning Indicators of Performance in Writing Word Lists



Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	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	and/or others according to the programme used			

Year 2 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	– and/or others according to the programme used	



Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	



Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					

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KLIPs

Key Learning Indicators of Performance

Mathematics

Guidance for Using KLIPs:

Mathematics



These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary Mathematics in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials which detail the key learning in mathematics for each year group. These key learning grids for each year group can be used to provide:

- ▶ detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- ▶ overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- ▶ a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in Mathematics?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in mathematics?'

The Process

- ▶ Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- ▶ Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- ▶ A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skill or knowledge **independently, consistently and in a range of contexts**. The contexts could be within mathematics, for example calculation when working out perimeter, or within other subjects, for example, interpreting data created in a science lesson.
- ▶ For each statement, teachers should also consider evidence that has not been scaffolded through immediate direct teaching or through over reliance on tools such as process success criteria.
- ▶ Assessing mathematics involves examining pupils' competence in both the concept itself and its application into reasoning and problem solving. Rich opportunities to gather evidence include guided sessions, starters away from where the concept has been originally taught, discussion between talk partners and learning across the curriculum.
- ▶ Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.



Making a Summative Judgement Using the KLIPs Approach

- ▶ Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- ▶ The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
 - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in reasoning and problem solving or be fully meeting the end of year expectation, e.g. a Year One child at the end of the autumn term may be competent with counting to 50, but not yet to 100). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
 - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
 - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- ▶ There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> ▶ Count in multiples of twos, fives and tens. ▶ <u>Read and write numbers to 100 in numerals.</u> ▶ Read and write numbers from 1 to 20 in numerals and words. ▶ <u>Begin to recognise the place value of numbers beyond 20 (tens and ones).</u> ▶ <u>Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30).</u> ▶ <u>Use the language of: equal to, more than, less than (fewer), most, least.</u> ▶ Given a number, identify one more and one less. ▶ <u>Recognise and create repeating patterns with numbers, objects and shapes.</u> ▶ <u>Identify odd and even numbers linked to counting in twos from 0 and 1.</u> ▶ <u>Solve problems and practical problems involving all of the above.</u> 	<ul style="list-style-type: none"> ▶ <u>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</u> ▶ Represent and use number bonds and related subtraction facts within 20. ▶ <u>Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).</u> ▶ <u>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</u> 	<ul style="list-style-type: none"> ▶ <u>Recall and use doubles of all numbers to 10 and corresponding halves.</u> ▶ <u>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</u>



Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ <u>Understand that a fraction can describe part of a whole.</u> ▶ <u>Understand that a unit fraction represents one equal part of a whole.</u> ▶ <u>Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure).</u> ▶ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure). 	<ul style="list-style-type: none"> ▶ <u>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</u> ▶ <u>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</u> 	<ul style="list-style-type: none"> ▶ Measure and begin to record: <ul style="list-style-type: none"> - lengths and heights, <i>using non-standard and then manageable standard units (m/cm)</i> - mass/weight, <i>using non-standard and then manageable standard units (kg/g)</i> - capacity and volume <i>using non-standard and then manageable standard units (litres/ml)</i> - time (hours/minutes/seconds) <i>within children's range of counting competence.</i> ▶ <u>Compare, describe and solve practical problems for:</u> <ul style="list-style-type: none"> - <u>lengths and heights (for example, long / short, longer / shorter, tall / short, double / half).</u> - <u>mass/weight (for example, heavy / light, heavier than, lighter than).</u> - <u>capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</u> - <u>time (for example, quicker, slower, earlier, later).</u> ▶ <u>Recognise and use language relating to dates, including days of the week, weeks, months and years.</u> ▶ Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). ▶ <u>Tell the time to the hour and half past the hour</u> and draw the hands on a clock face to show these times. ▶ <u>Recognise and know the value of different denominations of coins and notes.</u>
	<p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ▶ Describe movement, including whole, half, quarter and three-quarter turns. ▶ <i>Recognise and create repeating patterns with objects and shapes.</i> ▶ Describe position and direction. 	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ▶ <u>Sort objects, numbers and shapes to a given criterion and their own.</u> ▶ <u>Present and interpret data in block diagrams using practical equipment.</u> ▶ <u>Ask and answer simple questions by counting the number of objects in each category.</u> ▶ <u>Ask and answer questions by comparing categorical data.</u>



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ▶ Read and write numbers to at least 100 in numerals and in words. ▶ <u>Recognise the place value of each digit in a two-digit number (tens, ones).</u> ▶ <u>Identify, represent and estimate numbers using different representations, including the number line.</u> ▶ <u>Partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$).</u> ▶ <u>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</u> ▶ <u>Find 1 or 10 more or less than a given number.</u> ▶ <u>Round numbers to at least 100 to the nearest 10.</u> ▶ <u>Understand the connection between the 10 multiplication table and place value.</u> ▶ <u>Describe and extend simple sequences involving counting on or back in different steps.</u> ▶ Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> ▶ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).</i> ▶ <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> ▶ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. ▶ <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i> ▶ <u>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (bonds totalling 5, 10 and 20).</u> ▶ <u>Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes).</u> ▶ <u>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</u> <ul style="list-style-type: none"> - <u>a two-digit number and ones.</u> - <u>a two-digit number and tens.</u> - <u>two two-digit numbers.</u> - <u>adding three one-digit numbers.</u> ▶ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ▶ <u>Solve problems with addition and subtraction including with missing numbers:</u> <ul style="list-style-type: none"> - <u>using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</u> - applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> ▶ <u>Understand multiplication as repeated addition and arrays.</u> ▶ <u>Understand division as sharing and grouping and that a division calculation can have a remainder.</u> ▶ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. ▶ <u>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</u> ▶ <u>Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).</u> ▶ <u>Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).</u> ▶ <u>Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</u> ▶ <u>Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</u>



Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ <i>Understand and use the terms numerator and denominator.</i> ▶ <i>Understand that a fraction can describe part of a set.</i> ▶ <i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i> ▶ <i>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</i> ▶ <i>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</i> ▶ <i>Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.</i> 	<ul style="list-style-type: none"> ▶ <i>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</i> ▶ <i>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</i> ▶ <i>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</i> 	<ul style="list-style-type: none"> ▶ <i>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (<i>within children's place value competence</i>).</i> ▶ <i>Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</i> ▶ <i>Recognise and use symbols for pounds (£) and pence (p).</i> ▶ <i>Combine amounts to make a particular value.</i> ▶ <i>Find different combinations of coins that equal the same amounts of money.</i> ▶ <i>Compare and sequence intervals of time.</i> ▶ <i>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</i> ▶ <i>Know the number of minutes in an hour and the number of hours in a day.</i> ▶ <i>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (<i>including time</i>).</i>
	<p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ▶ <i>Order/arrange combinations of mathematical objects in patterns/sequences.</i> ▶ <i>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</i> 	<p style="text-align: center;">Statistics</p> <ul style="list-style-type: none"> ▶ <i>Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.</i> ▶ <i>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</i> ▶ <i>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</i> ▶ <i>Ask and answer questions about totalling and comparing categorical data.</i>



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ Count from 0 in multiples of 4, 8, 50 and 100. ▶ Count up and down in tenths. ▶ <u>Read and write numbers up to 1000 in numerals and in words.</u> ▶ <u>Read and write numbers with one decimal place.</u> ▶ <u>Identify, represent and estimate numbers using different representations (including the number line).</u> ▶ <u>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</u> ▶ <u>Identify the value of each digit to one decimal place.</u> ▶ <u>Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$).</u> ▶ <u>Compare and order numbers up to 1000.</u> ▶ <u>Compare and order numbers with one decimal place.</u> ▶ <u>Find 1, 10 or 100 more or less than a given number.</u> ▶ <u>Round numbers to at least 1000 to the nearest 10 or 100.</u> ▶ <u>Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.</u> ▶ <u>Describe and extend number sequences involving counting on or back in different steps.</u> ▶ <u>Read Roman numerals from I to XII.</u> ▶ Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ <u>Select a mental strategy appropriate for the numbers involved in the calculation.</u> ▶ <u>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.</u> ▶ <u>Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).</u> ▶ <u>Derive and use addition and subtraction facts for 100.</u> ▶ <u>Derive and use addition and subtraction facts for multiples of 100 totalling 1000.</u> ▶ <u>Add and subtract numbers mentally, including:</u> <ul style="list-style-type: none"> - a three-digit number and ones. - a three-digit number and tens. - a three-digit number and hundreds. ▶ <u>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</u> ▶ Estimate the answer to a calculation and use inverse operations to check answers. ▶ <u>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</u> 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ <u>Understand that division is the inverse of multiplication and vice versa.</u> ▶ <u>Understand how multiplication and division statements can be represented using arrays.</u> ▶ <u>Understand division as sharing and grouping and use each appropriately.</u> ▶ <u>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</u> ▶ <u>Derive and use doubles of all numbers to 100 and corresponding halves.</u> ▶ <u>Derive and use doubles of all multiples of 50 to 500.</u> ▶ <u>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</u> ▶ <u>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</u> ▶ <u>Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</u>



Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$). ▶ <u>Understand that finding a fraction of an amount relates to division.</u> ▶ <u>Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.</u> ▶ <u>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</u> ▶ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ▶ <u>Recognise and show, using diagrams, equivalent fractions with small denominators.</u> ▶ Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. ▶ Compare and order unit fractions, and fractions with the same denominators (including on a number line). ▶ <u>Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.</u> ▶ Solve problems that involve all of the above. 	<ul style="list-style-type: none"> ▶ <u>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</u> ▶ Recognise angles as a property of shape or a description of a turn. ▶ <u>Identify right angles</u>, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; <u>identify whether angles are greater than or less than a right angle.</u> ▶ <u>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</u> <div style="background-color: #0056b3; color: white; padding: 2px;">Geometry – position and direction</div> <ul style="list-style-type: none"> ▶ <u>Describe positions on a square grid labelled with letters and numbers.</u> 	<ul style="list-style-type: none"> ▶ <u>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</u> ▶ <u>Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.</u> ▶ <u>Understand perimeter is a measure of distance around the boundary of a shape.</u> ▶ Measure the perimeter of simple 2-D shapes. ▶ <u>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</u> ▶ Estimate/read time with increasing accuracy to the nearest minute. ▶ Record/compare time in terms of seconds, minutes, hours; <u>use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight.</u> ▶ <u>Know the number of seconds in a minute and the number of days in each month, year and leap year.</u> ▶ Compare durations of events [for example to calculate the time taken by particular events or tasks]. ▶ <u>Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.</u> ▶ <u>Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1.</u> ▶ <u>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</u> ▶ <u>Solve problems involving money and measures and simple problems involving passage of time.</u>
		<div style="background-color: #0056b3; color: white; padding: 2px;">Statistics</div> <ul style="list-style-type: none"> ▶ <u>Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.</u> ▶ Interpret and present data using bar charts, pictograms and tables. ▶ <u>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</u>



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ Count in multiples of 6, 7, 9, 25 and 1000. ▶ Count backwards through zero to include negative numbers. ▶ Count up and down in hundredths. ▶ <u>Read and write numbers to at least 10 000.</u> ▶ <u>Read and write numbers with up to two decimal places.</u> ▶ Recognise the place value of each digit in a four-digit number. ▶ <u>Identify the value of each digit to two decimal places.</u> ▶ <u>Partition numbers in different ways (e.g. $2.3 = 2 + 0.3$ and $1 + 1.3$).</u> ▶ <u>Identify, represent and estimate numbers using different representations (including the number line).</u> ▶ <u>Order and compare numbers beyond 1000.</u> ▶ <u>Order and compare numbers with the same number of decimal places up to two decimal places.</u> ▶ <u>Find 0.1, 1, 10, 100 or 1000 more or less than a given number.</u> ▶ <u>Round any number to the nearest 10, 100 or 1000.</u> ▶ Round decimals (one decimal place) to the nearest whole number. ▶ <u>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.</u> ▶ <u>Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.</u> ▶ Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. ▶ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ <u>Select a mental strategy appropriate for the numbers involved in the calculation.</u> ▶ <u>Recall and use addition and subtraction facts for 100.</u> ▶ <u>Recall and use addition and subtraction facts for multiples of 100 totalling 1000.</u> ▶ <u>Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</u> ▶ <u>Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.</u> ▶ <u>Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.</u> ▶ Estimate; use inverse operations to check answers to a calculation. ▶ <u>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</u> ▶ <u>Solve addition and subtraction problems involving missing numbers.</u> 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ Recognise and use factor pairs and commutativity in mental calculations. ▶ <u>Recall multiplication and division facts for multiplication tables up to 12×12.</u> ▶ <u>Use partitioning to double or halve any number, including decimals to one decimal place.</u> ▶ Use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> - multiplying by 0 and 1. - dividing by 1. - multiplying together three numbers. ▶ <u>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</u> ▶ <u>Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</u> ▶ <u>Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</u> ▶ <u>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</u>



Number – fractions, decimals and percentages	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ <i>Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$).</i> ▶ <i>Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.</i> ▶ <i>Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</i> ▶ <i>Count on and back in steps of unit fractions.</i> ▶ <i>Compare and order unit fractions and fractions with the same denominators (including on a number line).</i> ▶ <i>Recognise and show, using diagrams, families of common equivalent fractions.</i> ▶ <i>Recognise and write decimal equivalents of any number of tenths or hundredths.</i> ▶ <i>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</i> ▶ <i>Add and subtract fractions with the same denominator (using diagrams).</i> ▶ <i>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</i> ▶ <i>Solve simple measure and money problems involving fractions and decimals to two decimal places.</i> 	<ul style="list-style-type: none"> ▶ <i>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</i> ▶ <i>Identify lines of symmetry in 2-D shapes presented in different orientations.</i> ▶ <i>Complete a simple symmetric figure with respect to a specific line of symmetry.</i> ▶ <i>Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</i> ▶ <i>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</i> 	<ul style="list-style-type: none"> ▶ <i>Estimate, compare and calculate different measures, including money in pounds and pence.</i> ▶ <i>Order temperatures including those below 0°C.</i> ▶ <i>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</i> ▶ <i>Know area is a measure of surface within a given boundary.</i> ▶ <i>Find the area of rectilinear shapes by counting squares.</i> ▶ <i>Convert between different units of measure [e.g. kilometre to metre; hour to minute].</i> ▶ <i>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</i> ▶ <i>Write amounts of money using decimal notation.</i> ▶ <i>Recognise that one hundred 1p coins equal £1 and that each coin is $\frac{1}{100}$ of £1.</i> ▶ <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.</i>
	<h3 data-bbox="853 687 1464 719">Geometry – position and direction</h3> <ul style="list-style-type: none"> ▶ <i>Describe positions on a 2-D grid as coordinates in the first quadrant.</i> ▶ <i>Plot specified points and draw sides to complete a given polygon.</i> ▶ <i>Describe movements between positions as translations of a given unit to the left/right and up/down.</i> 	<h3 data-bbox="1487 1031 2157 1062">Statistics</h3> <ul style="list-style-type: none"> ▶ <i>Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes.</i> ▶ <i>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.</i> ▶ <i>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</i>



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. ▶ <i>Count forwards and backwards in decimal steps.</i> ▶ <u>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</u> ▶ <u>Read, write, order and compare numbers with up to 3 decimal places.</u> ▶ <u>Identify the value of each digit to three decimal places.</u> ▶ <u>Identify represent and estimate numbers using the number line.</u> ▶ <u>Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.</u> ▶ <u>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</u> ▶ Round decimals with two decimal places to the nearest whole number and to one decimal place. ▶ <u>Multiply/divide whole numbers and decimals by 10, 100 and 1000.</u> ▶ <u>Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.</u> ▶ <i>Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal.</i> ▶ Read Roman numerals to 1000 (M); recognise years written as such. ▶ Solve number and practical problems that involve all of the above. 	<ul style="list-style-type: none"> ▶ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▶ <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> ▶ <u>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</u> ▶ <i>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</i> ▶ <u>Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.</u> ▶ <u>Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).</u> ▶ <u>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</u> ▶ <u>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</u> ▶ <i>Solve addition and subtraction problems involving missing numbers.</i> 	<ul style="list-style-type: none"> ▶ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▶ <u>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</u> ▶ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. ▶ Establish whether a number up to 100 is prime and recall prime numbers up to 19. ▶ Recognise and use square (2) and cube (3) numbers, and notation. ▶ <u>Use partitioning to double or halve any number, including decimals to two decimal places.</u> ▶ <u>Multiply and divide numbers mentally drawing upon known facts.</u> ▶ <u>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</u> ▶ <u>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</u> ▶ <u>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</u> ▶ <u>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</u> ▶ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. ▶ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.



Number – fractions, decimals and percentages	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ <u>Recognise mixed numbers and improper fractions and convert from one form to the other.</u> ▶ <u>Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$).</u> ▶ <u>Count on and back in mixed number steps such as $1\frac{1}{2}$.</u> ▶ Compare and order fractions whose denominators are all multiples of the same number (<i>including on a number line</i>). ▶ <u>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</u> ▶ <u>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</u> ▶ <u>Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).</u> ▶ Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$). ▶ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. ▶ <u>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</u> ▶ <u>Solve problems involving fractions and decimals to three places.</u> ▶ <u>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.</u> 	<ul style="list-style-type: none"> ▶ <u>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</u> ▶ Use the properties of rectangles to deduce related facts and find missing lengths and angles. ▶ Identify 3-D shapes from 2-D representations. ▶ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ▶ <u>Draw given angles, and measure them in degrees (°).</u> ▶ <u>Identify:</u> <ul style="list-style-type: none"> - <u>angles at a point and one whole turn (total 360°).</u> - <u>angles at a point on a straight line and half a turn (total 180°).</u> - other multiples of 90°. 	<ul style="list-style-type: none"> ▶ <i>Use, read and write standard units of length and mass.</i> ▶ <u>Estimate (and calculate) volume ((e.g., using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water).</u> ▶ <u>Understand the difference between liquid volume and solid volume.</u> ▶ <i>Continue to order temperatures including those below 0°C.</i> ▶ <u>Convert between different units of metric measure.</u> ▶ <u>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</u> ▶ Measure/calculate the perimeter of composite rectilinear shapes. ▶ <u>Calculate and compare the area of rectangle, use standard units square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</u> ▶ <i>Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks.</i> ▶ Solve problems involving converting between units of time. ▶ <u>Use all four operations to solve problems involving measure using decimal notation, including scaling.</u>
	<h3 style="background-color: #0056b3; color: white; padding: 2px;">Geometry – position and direction</h3> <ul style="list-style-type: none"> ▶ <i>Describe positions on the first quadrant of a coordinate grid.</i> ▶ <u>Plot specified points and complete shapes.</u> ▶ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<h3 style="background-color: #0056b3; color: white; padding: 2px;">Statistics</h3> <ul style="list-style-type: none"> ▶ <i>Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</i> ▶ <u>Complete, read and interpret information in tables and timetables.</u> ▶ Solve comparison, sum and difference problems using information presented in <i>all types of graph including a line graph.</i> ▶ <i>Calculate and interpret the mode, median and range.</i>



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▶ <u>Count forwards or backwards in steps of integers, decimals, powers of 10.</u> ▶ <u>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</u> ▶ Identify the value of each digit to three decimal places. ▶ <u>Identify, represent and estimate numbers using the number line.</u> ▶ <u>Order and compare numbers including integers, decimals and negative numbers.</u> ▶ <u>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number.</u> ▶ Round any whole number to a required degree of accuracy. ▶ <u>Round decimals with three decimal places to the nearest whole number or one or two decimal places.</u> ▶ <u>Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</u> ▶ <u>Use negative numbers in context, and calculate intervals across zero.</u> ▶ <u>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.</u> ▶ Solve number and practical problems that involve all of the above. 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ <u>Select a mental strategy appropriate for the numbers in the calculation.</u> ▶ <u>Recall and use addition and subtraction facts for 1 (with decimals to two decimal places).</u> ▶ <u>Perform mental calculations including with mixed operations and large numbers and decimals.</u> ▶ <u>Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction).</u> ▶ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ▶ Use knowledge of the order of operations to carry out calculations. ▶ <u>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</u> ▶ Solve problems involving all four operations, including those with missing numbers. 	<ul style="list-style-type: none"> ▶ <u>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</u> ▶ Identify common factors, common multiples and prime numbers. ▶ <u>Use partitioning to double or halve any number.</u> ▶ <u>Perform mental calculations, including with mixed operations and large numbers.</u> ▶ <u>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</u> ▶ <u>Multiply one-digit numbers with up to two decimal places by whole numbers.</u> ▶ <u>Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</u> ▶ <u>Use written division methods in cases where the answer has up to two decimal places.</u> ▶ Use estimation <i>and inverse</i> to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ▶ Use knowledge of the order of operations to carry out calculations. ▶ <u>Solve problems involving all four operations, including those with missing numbers.</u>



Number – fractions, decimals and percentages	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▶ Compare and order fractions, including fractions > 1 (<i>including on a number line</i>). ▶ <u>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</u> ▶ <u>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</u> ▶ Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and $\frac{3}{8}$). ▶ <u>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</u> ▶ <u>Multiply simple pairs of proper fractions, writing the answer in its simplest form</u> (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). ▶ Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). ▶ <i>Find simple percentages of amounts.</i> ▶ <u>Solve problems involving fractions.</u> ▶ Solve problems which require answers to be rounded to specified degrees of accuracy. ▶ <u>Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison.</u> 	<ul style="list-style-type: none"> ▶ Compare/classify geometric shapes based on the properties and sizes. ▶ <u>Draw 2-D shapes using given dimensions and angles.</u> ▶ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. ▶ Recognise, describe and build simple 3-D shapes, including making nets. ▶ <u>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</u> ▶ <u>Find unknown angles in any triangles, quadrilaterals, regular polygons.</u> <p style="text-align: center;">Geometry – position and direction</p> <ul style="list-style-type: none"> ▶ <u>Describe positions on the full coordinate grid (all four quadrants).</u> ▶ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<ul style="list-style-type: none"> ▶ <u>Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places.</u> ▶ Convert between standard units of length, mass, volume and time using decimal notation to three decimal places. ▶ Convert between miles and kilometres. ▶ Recognise that shapes with the same areas can have different perimeters and vice versa. ▶ Calculate the area of parallelograms and triangles. ▶ Recognise when it is possible to use formulae for area and volume of shapes. ▶ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (e.g. mm³ and km³). ▶ <i>Calculate differences in temperature, including those that involved a positive and negative temperature.</i> ▶ <u>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</u>
Ratio and proportion	Algebra	Statistics
<ul style="list-style-type: none"> ▶ Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts. ▶ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. ▶ Solve problems involving similar shapes where the scale factor is known or can be found. 	<ul style="list-style-type: none"> ▶ Use simple formulae. ▶ Generate and describe linear number sequences. ▶ <u>Express missing number problems algebraically.</u> ▶ <u>Find pairs of numbers that satisfy an equation with two unknowns.</u> ▶ Enumerate possibilities of combinations of two variables. 	<ul style="list-style-type: none"> ▶ <i>Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes).</i> ▶ <u>Interpret</u> and construct <u>pie charts and line graphs</u> and use these to solve problems. ▶ <i>Solve comparison, sum and difference problems using information presented in all types of graph.</i> ▶ <u>Calculate and interpret the mean as an average.</u>

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