

Reading, Writing & Maths

A curriculum guide
for parents



OUR MISSION IS TO INSPIRE, MOTIVATE AND CHALLENGE
ALL CHILDREN SO THAT THEY BECOME CONFIDENT,
CARING, RESPECTED CITIZENS AND LIFELONG LEARNERS

Introduction

In 2014 a new National Curriculum was introduced and this led to significant change for schools and this resulted in some confusion for parents as to what it meant for them and their child. This booklet has been produced to give an overview of the key learning in each year group so that parents are aware of what their child needs to learn in order to be in line with expectations for their age. This is not an exhaustive guide to everything included in the National Curriculum but a summary of the most important parts of the curriculum for children at Winton.

Once children have mastered these skills they will broaden their learning and work on other areas of the National Curriculum.

Included in this booklet is a summary of the expectations for children in Reception. This allows parents to see the full curriculum progression for pupils during their time at the school. Please note that the key learning in Reception is not part of the National Curriculum so there are some overlaps with the programme of study for Year 1.

What about higher attainers?

If a child is achieving well, rather than moving on to the following year group's work, children are encouraged to broaden and extend their learning. Pupils will cover the wider curriculum, beyond the key parts in this booklet, as well as doing more in-depth and investigative work. This allows greater understanding of concepts and ideas and ensures that pupils can apply the skills in new contexts, alongside other skills they have mastered.

Reception

These are the national expectations for children at the end of Reception. The curriculum taught is the Early Years Foundation Stage curriculum 2021.

Writing

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

Reading

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read
- To read fluently at Yellow book band level by the end of the year
- Children understand what has been read to them and anticipate key events in stories.

Maths

- Children count reliably with numbers from 1 to 20
- They know the composition of each number up to 10 e.g. For 6 ($5 + 1 = 6$ $4 + 2 = 6$ $2 + 2 + 2 = 6$ $3 + 2 + 1 = 6$ etc)
- Children can recognise quantities without counting (subitising) up to 5
- Children place numerals/quantities in order and say what is one more or one less than a given number
- They can compare quantities up to 10 and recognise when one quantity is greater, less than or the same as another.
- They solve problems, including doubling, halving and sharing equally
- Children recall number bonds to 5 and some number bonds to 10
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare

Tip for developing writing

Children don't need to spell every word correctly. Encourage them to use sounds they can hear, e.g. pk for park, or bcs for because. As they learn more sounds they will include them in their writing. You can show them how to spell tricky or longer words.

We need learners who love reading!

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

Developing maths!

Although, when tested, children have to be able to count reliably to 20 they should practise counting way beyond this. Many children will be encouraged to join in with counting to 100 and back every day! You can reinforce this at home by working with numbers between 20 and 100 and counting to different numbers. Any opportunity to count is useful e.g. steps to school, toys in the box etc.

Encourage children to use real money in shops and at home.

When measuring use terms like full, half full, empty and allow children to measure in jugs, with scales, cups etc.

Year 1 Writing Curriculum

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

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

Composition

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

Transcription

Spelling

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

Handwriting

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

Parent Tip

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

What are the Year 1 exception words?

Exception words are words that do not fit the sound or spelling patterns that your child has learnt. Sometimes you will hear that these are words that phonics don't work for, this isn't necessarily true, it can just be that they are irregular and don't follow a pattern. Examples of Year 1 exception words are

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

Year 1 Expectations for Reading

Read words accurately

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

Understand texts

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

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

Common Exception Words

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

Reading is the key!

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

Year 1 Expectations for Maths

Know and use number

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

Add and subtract

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

Multiply and divide

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

Use fractions

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

Use measures

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

Understand properties of shape

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

Parent Tips

In maths there are two factors which contribute to a child's success. The first is mental arithmetic and regular practise of the skills they have learnt. Give children lots of opportunity to count forwards, backwards and in different jumps. If they are not yet ready to do this easily, provide visual support to help them. There are lots of websites that support this such as Sumdog, Topmarks and the BBC Bitesize site.

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



Year 2 Writing Curriculum

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

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

Composition

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

Vocabulary, Grammar & Punctuation

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

Transcription

Spelling

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

Handwriting

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

Parent Tip

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

What are the Year 2 exception words?

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

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

What is contracted form?

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

Year 2 Expectations for Reading

Read words accurately

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

Understand texts

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

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

Reading is the key!

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

Year 2 Expectations for Maths

Know and use numbers

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

Add and subtract

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

Multiply and divide

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

Use fractions

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

Use measures

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

Understand properties of shape

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

Use statistics

- Interpret and construct simple tables, tally graphs and pictograms

Parent Tips

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

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

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

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

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



Year 3 Writing Curriculum

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

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

Composition

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

Vocabulary, Grammar & Punctuation

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

Transcription

Spelling

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

Handwriting

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

Parent Tip

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

Year 3 & 4 Word List

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

Year 3 Expectations for Reading

Read words accurately

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

Understand texts

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

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

Understand what they read in books they can read independently by

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

Parent Tip

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

Year 3 Expectations for Maths

Know and use number

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

Add and subtract

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

Multiply and divide

- Know 3, 4 and 8 times tables
- Answer multiplication and division questions such as 16×5 or 45 divided by 9

Use fractions

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

$$\frac{5}{7} + \frac{1}{7} + \frac{6}{7}$$

$$\frac{6}{8} - \frac{4}{8} = \frac{2}{8}$$

Use measures

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

Understand properties of shape

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

Use statistics

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

Describe position, direction and movement

- Identify right angles and how many make a turn

Written methods

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

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

234

+ 124

358

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

Mental Arithmetic

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

Year 4 Writing Curriculum

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

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

Composition

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

Vocabulary, Grammar & Punctuation

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

Transcription

Spelling

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

Handwriting

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

Parent Tip

All of the learning that takes place in Year 3 should be in the context of a piece of writing. It is expected that a pupil can write a simple story and other texts that have an appropriate, simple structure

Year 3 & 4 Word List

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

Year 4 Expectations for Reading

Read words accurately

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

Understand texts

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

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

Parent Tip

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

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

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

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

Year 4 Expectations for Maths

Know and use number

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

Add and subtract

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

Multiply and divide

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

Use fractions

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

Use measures

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

Understand properties of shape

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

Use statistics

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

Describe position, direction and movement

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

Parent Tip

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

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

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

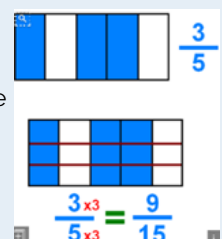
Parent Tip

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

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

Parent Tip

Use drawings to compare fractions.



Year 5 Writing Curriculum

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

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

Composition

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

Vocabulary, Grammar & Punctuation

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

Transcription

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

Handwriting

- Produce legible joined handwriting

Parent Tip

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

Year 5 and 6 Word List

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

Year 5 Expectations for Reading

Read words accurately

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

Understand texts

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

Understand what they read by

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

Parent Tip

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

Year 5 Expectations for Maths

Know and use number

- Read, write, order and compare numbers to at least 1 000 000 and know the value of each digit
- Use negative numbers and count backwards and forwards to and from negative numbers
- Count forwards and backwards in steps of 10, 100, 1000, 10 000, 100 000, 1 000 000

Add and subtract

- Add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction
- Add and subtract larger numbers mentally

Multiply and divide

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Multiply 4 digit numbers by a one or two-digit number using a written method, including long multiplication for two-digit numbers
- Solve multiplication and division problems using knowledge of factors and multiples, squares and cubes
- Solve problems including scaling by simple fractions and problems involving simple rates. E.g. When painting I use 3 tins of blue paint for every 4 tins of red paint. If I have 9 tins of blue paint, how many tins of red paint will I need? The answer is 12.

Use fractions

- Compare and order fractions whose denominators are all multiples of the same number. E.g. $\frac{2}{3}$ is larger than $\frac{1}{12}$
- Convert mixed numbers to improper fractions and vice versa
- Add and subtract fractions with denominators of the same number
- Read, write, order and compare numbers with up to three decimal places
- Work on problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. E.g. $\frac{1}{2} = 0.5 = 50\%$

Use measures

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. 3.5Km = 3500m
- Calculate the perimeter and areas of rectangles and irregular shapes in centimetres and metres

Understand properties of shape

- Draw a given angle (such as 47°) and then measure angles in degrees ($^\circ$)
- Know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles

Use statistics

- Find information from a timetable and interpret and complete information in tables

Formal Methods

By Years 5 and 6 pupils will be moving toward using formal methods across all four operations. Good tables knowledge is vital for this. The methods will look similar to how we learnt them at school and it is important that pupils understand the place value of the numbers involved in the calculations. This means that they will recognise the 3 in the number below is 300 and use this when discussing the calculation. It is important to wait until a child has had a method introduced at school before using it at home.

| | | | | | |
|---|---|---|---|---|---|
| | 2 | 3 | 1 | | |
| | 1 | 3 | 4 | 2 | |
| x | | 1 | 8 | | |
| | 1 | 3 | 4 | 2 | 0 |
| | 1 | 0 | 7 | 3 | 6 |
| | 2 | 4 | 1 | 5 | 6 |
| | | | | | |
| | | | | | |
| | | | | | |

| | | | |
|--|---|----|-----|
| | H | T | U |
| | 7 | 13 | |
| | 8 | 4 | 13- |
| | 5 | 5 | 6 |
| | 2 | 8 | 7 |

Mental Maths

This remains the most important skill and practise of mental skills is vital. Home learning will focus on this area as a result. If you want to provide further support for your child at home please focus on mental methods. Ensuring key skills such as times table is vital. Websites such as Sumdog, TopMarks and the BBC can be useful for providing practise opportunities.

Year 6 Writing Curriculum

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

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

Composition

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

Vocabulary, Grammar & Punctuation

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

Transcription

- Spell most words correctly (years 5 and 6)

Handwriting

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

Parent Tip

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

Year 5 and 6 Word List

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

Year 6 Expectations for Reading

Read words accurately

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

Understand texts

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

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

Parent Tip

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

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

Year 6 Expectations for Mathematics

Know and use number

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

Multiply and divide

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

Use fractions

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

Use measures

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

Understand properties of shape

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

Use statistics

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

Describe position, direction and movement

- Translate and reflect shapes on a four quadrant grid

Use algebra

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

Mental Maths

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

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

Formal Methods

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

$$\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \\ \underline{35} \\ 161 \\ \underline{16} \\ 210 \\ \underline{21} \\ 0 \end{array}$$