WRITING

- Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands).

- Writing shows co-ordination using *or/and/but* and subordination using *when/if/that/because.*

- Overall writing is starting to show features of written Standard English.

- Punctuation in line with Y1/2 Appendix 2 is mostly correct including:

  o capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries;

  o commas to separate items in lists;

  o apostrophes for some contracted forms and some singular possession in nouns.

- GPCs, common exception words and contractions set out in Y1/2 Appendix 1 are spelt correctly.

- Suffixes are used correctly to spell longer words, including *–ment, –ness, –ful, –less, –ly.*

- More complex spellings are phonetically plausible.

- Handwriting is legible.

- Words are almost always appropriately and consistently spaced in relation to the size of the letters.

- Lower-case letters are of the correct size relative to one another

- Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters.

- Diagonal and horizontal strokes are beginning to be used to join letters.

- Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made.

- Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

- Reads accurately words of two or more syllables that contain the same graphemes as above.

- Accurately reads words containing common suffixes and contractions as set out in Y1/2 Appendix 1.

- Accurately reads further common exception words as set out in Y1/2 Appendix 1

- Reads familiar words quickly and accurately, without overt sounding and blending.

- Accurately reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

- Reading is seen as a pleasurable activity.

- Checks that the text makes sense to them as they read, correcting inaccurate reading.

- Can discuss the sequence of events in books and how items of information are related.

- Can retell a wider range of stories, fairy stories and traditional tales and recite some poetry by heart, with appropriate intonation to make the meaning clear.

- Understands that non-fiction books are structured in different ways.

- Recognises simple recurring literary language in stories and poetry.

- Can discuss their favourite words and phrases.

- Can make inferences on the basis of what is being said and done.

- Can answer and ask questions about the text they have just read.

- Can predict what might happen on the basis of what has been read so far.

- Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

- Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

- Recognise the place value of each digit in a 2-digit number.

- Identify, represent and estimate numbers using different representations, including the number line.

- Compare and order numbers to at least 100 and use the <> and = sign.

- Read and write numbers to at least 100 in numerals and in words.

- Use place value and number facts to solve problems.

- Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (not necessarily column)

- Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100.

- Add and subtract numbers using concrete objects, pictorial representations and mentally Including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers

- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even

- Calculate mathematical statements for multiplication and division within the taught multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.

- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division fact, including problems in contexts.

- Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.

- Write simple fractions for example, ½ of 6=3. Recognise the equivalence of 2/4 and ½.

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

- Compare and order lengths, mass, volume/capacity and record the results using >, < and =

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

- Find different combinations of coins that equal the same amounts of money.

- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

- Compare and sequence intervals of time.

- 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.

- Pupils read and write names for shapes that are appropriate for their word reading and spelling.

- Pupils draw lines and shapes using a straight edge .Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

- Identify 2-D shapes on the surface of 3-D shapes [e.g., a circle on a cylinder and a triangle on a pyramid].

- Compare and sort common 2-D and 3-D shapes and everyday objects.

- Order and arrange combinations of mathematical objects in patterns and sequences.

- 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)

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

- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

- Ask and answer questions about totalling and comparing categorical data.