

Year 1 Writing Working at ARE - Silver

Independent writing shows some features of the given text type when writing about personal experiences and those of others (real and fictional), writing about real events and writing poetry, however pieces may not always maintain form. The writer rehearses what they are going to write about and composes sentences orally before writing them. Sentences build short narratives, with some evidence of simple clauses. Spellings set out in Appendix 1 are mainly accurate including days of the week. The use of punctuation marks outlined in Y1 Appendix 2 is starting to develop. Letters and numbers are mostly formed accurately. Writing is read out loud to check it makes sense.



- Single clause sentences are sequenced to form short narratives.
- Some use of simple co-ordination is evident using 'and' to join clauses.

- Beginning to punctuate sentences using capital letters and a full stops, question marks or exclamation marks.

- Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

- Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 Appendix 1.
- Days of the week are spelt accurately.
- -s/-es is used for plurals and there is increasingly accurate use of the prefix un- and suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. [eg helping, helped, helper, eating, quicker, quickest].

- Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.
- Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
- There is some consistency in the size and spacing of digits and letters throughout the writing.
- Spacing between words is mostly appropriate.

- Writing is read out loud to check it makes sense and some changes made independently.

ARE SUMMARY **Composition** Grammar & Punctuation **Spelling** Handwriting

Year 1 Reading Working at ARE - Silver

Using age related texts they accurately apply their taught phonic knowledge to decode age appropriate texts accurately, including the blending of sounds for unfamiliar words, They accurately read the common exception words as set out in Y1 Appendix 1, taught suffixes and contractions when reading books. The reader sees reading as a pleasurable activity; enjoying reading books aloud and reciting learned poems individually or with others. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make simple predictions.



- Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Accurately reads common exception words as set out in Appendix 1
- Accurately reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Reads words of more than one syllable that contain taught GPCs.
- Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters.

- Reading is seen as a pleasurable activity.
- Checks that the text makes sense to them as they read and corrects inaccurate reading (of words).

- Makes simple links between what they read or heard to their own experiences.
- Can retell key stories, fairy stories and traditional tales.
- Recognises and joins in with predictable phrases.
- Can recite some rhymes and poems by heart.
- Can discuss the significance of the title and events.
- Makes simple inferences on the basis of what is being said and done.
- Can predict what might happen on the basis of what has been read so far.
- Participates in discussion about what is read to them, taking turns and listening to what others say.

Can explain clearly their understanding of what has been read to them.

ARE SUMMARY **Word Reading** Comprehension

A Joint Project Between...



Year 2 Writing Working at ARE - Silver

Independent writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. Ideas from their reading are directly drawn into their writing through magpie-ing. Well sequenced ideas form longer narratives. Adjectives, adverbs and expanded noun phrases are used to add description. Appropriate use of present and past tense, including the progressive form to mark actions in progress throughout writing (eg have, had, will). Key words set out in Y1/2 Appendix 1 are spelt correctly and more complex spellings are phonetically plausible. Punctuation in Y1/2 Appendix 2 is mostly correct. Handwriting is legible with some joining. Writing is checked and improvements made.



- 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:
 - capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries;
 - commas to separate items in lists;
 - 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.

ARE SUMMARY **Composition** **Grammar & Punctuation** **Spelling** **Handwriting**

Year 2 Reading Working at ARE - Silver

Using age related texts they read familiar words quickly and accurately, without overt sounding and blending. They accurately read the common exception words as set out in Y1/2 Appendix 1 when reading books, including taught suffixes and contractions. The reader enjoys reading books aloud and reciting learned poems, using some intonation. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make predictions. They can answer questions about what they have just read and make simple inferences. They understand that non-fiction books are structured in different ways.



- 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.

ARE SUMMARY **Word Reading** **Comprehension**

A Joint Project Between...



Year 3 Writing Working at ARE - Silver

Independent writing effectively uses features of the given form and is appropriate to audience, purpose and context. Ideas from across their reading influence their writing. By adding detail, the writer brings settings and characters to life along with a coherent plot. Adverbs and prepositions enhance meaning and sentences are extended using a range of conjunctions. Paragraphs group related information in non-narratives. Spellings set out in Y3 Appendix 1 are mostly accurate, with spelling of more complex words being phonetically plausible. Punctuation in line with Y3 Appendix 2 is almost always accurate, including some use of inverted commas. Handwriting is legible, including when joining. The writer can evaluate writing and suggest improvements.



- In narratives, simple settings, characters are independently created along with a coherent plot.
- Direct speech is used in a simple way.
- In non-narratives, paragraphs are beginning to be used to group information and related material.
- Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).
- Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.
- Tense choice is accurate and maintained.
- Where appropriate the present perfect is used instead of the simple past.
- Common punctuation is almost always accurate.
- Some use of inverted commas is used indicate direct speech.
- Some grammar errors are self-corrected at the redrafting stage.
- Common exception words set out in Y3 Appendix 1 are spelt correctly
- More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).
- The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).
- Handwriting is legible with increasing consistency when joining.
- Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.

ARE SUMMARY Composition Grammar & Punctuation Spelling Handwriting

Year 3 Reading Working at ARE - Silver

They read age related texts accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. They can read the further exception words set out in Y3 Appendix 1 and attempt to decode unfamiliar words. They can use a dictionary to check the meaning of unfamiliar words. Reading is seen as a pleasurable activity and they can demonstrate experience of a growing range of text types. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they have read and can make predictions and draw simple inferences. They are beginning to identify common themes across stories and spot common conventions used in different text types. They can retrieve information from non-fiction books.



- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Can read the further exception words for Y3 as set out in Appendix 1.
- Can use a dictionary to check the meaning of words they have read.
- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.
- Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Can retell a wider range of stories, fairy stories and traditional tales.
- Performs poetry and plays with appropriate intonation to make the meaning clear.
- Identifies common structures across similar text types (eg letters, newspapers)
- Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

ARE SUMMARY Word Reading Comprehension

A Joint Project Between...



Year 4 Writing Working at ARE - Silver

Independent writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows increasing cohesion. Detail adds interest for the reader, including use of fronted adverbials and sentences with more than one clause. Spelling is increasingly accurate in line with Y3/4 Appendix 1. Tenses are maintained and common punctuation as set out in Y3/4 Appendix 2 is accurate. Paragraphing is used to group ideas. Spelling, punctuation and grammar errors are often self-corrected at the re-drafting stage.



- In narratives, more detailed settings, characters are created along with a coherent plot.
- Conjunctions, adverbs and prepositions are used to express time, place or cause.
- Fronted adverbials add detail.
- Paragraphs are used to group related ideas.

- In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.

- Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- Use of plurals (-s/es) and possessive apostrophe is mainly accurate.
- Writing often demonstrates a range of conjunctions, including *when, if, because & although*, to write sentences containing more than one clause.
- Noun or pronouns are used to add clarity and cohesion or avoid repetition.
- Fronted adverbials are used accurately.
- Tense choice is accurate and maintained. Tenses change where appropriate.

- Common punctuation in line with Y3/4 Appendix 2 is accurate, including:
 - Commas after fronted adverbials;
 - Punctuation of direct speech.

- Grammar errors are often self-corrected at the redrafting stage.

- Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.
- Possessive apostrophe is used accurately in words with regular plurals [*eg girls', boys'*] and in words with irregular plurals [*eg children's*].

- Handwriting is increasingly legible and consistent, including fluent joining.

- Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.

ARE SUMMARY **Composition** **Grammar & Punctuation** **Spelling** **Handwriting**

Year 4 Reading Working at ARE - Silver

They read most words in age related texts effortlessly including further exception words set out in Y3/4 Appendix 1. They attempt to decode unfamiliar words with increasing automaticity. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can identify common themes across stories and link common conventions with certain text types. They can efficiently retrieve and record information from information texts and non-fiction books.



- Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word.

- Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes
- Can use a dictionary to check the meaning of words that they have read
- Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally
- Can identify common conventions used in a range of texts (eg greeting in letters, that diaries are written in the first person or the use of numbering and headings in instructions).
- Performs poems and play scripts showing understanding through intonation, tone, volume and action
- Discusses words and phrases that capture their interest and imagination
- Recognises some different forms of poetry [for example, free verse, narrative poetry]

- Understands what they read, in books they can read independently
- Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asks questions to improve their understanding of a text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Can predict what might happen from details stated and implied
- Can identify the main ideas drawn from more than one paragraph and summarise these
- Can identify how language, structure, and presentation contribute to meaning
- Can retrieve and record information from non-fiction

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

ARE SUMMARY **Word Reading** **Comprehension**

Year 5 Writing Working at ARE - Silver

Independent writing demonstrates understanding of a range text type; maintaining form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context. Ideas are developed, including use of relative clauses. Tenses are appropriate and sustained. Spelling is accurate in line with Y5 Appendix 1. A range of punctuation is used accurately as set out in Appendix 2. Devices are used to build cohesion within paragraphs and across the whole piece, including tense choice. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.



- In narrative writing settings, characters and plot are created successfully.
- Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)
- In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining).
- Ideas are linked across paragraphs.
- Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
- Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- Relative clauses successfully add detail and description.
- Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).
- Fronted adverbials are used to vary sentence structure.
- Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).
- The range of punctuation set out in Y5 Appendix 2 is used accurately, including:
 - commas after fronted adverbials;
 - possessive apostrophes for plural nouns;
 - punctuation of direct speech.
- Spelling in line with Y5 Appendix 1 is usually accurate, including further homophones and those which use common pre-fixes and suffixes.
- Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.
- Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed.
- Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.

ARE SUMMARY Composition Grammar & Punctuation Spelling Handwriting

Year 5 Reading Working at ARE - Silver

They read age related texts confidently and independently, using their knowledge of the root words, prefixes and suffixes, including those set out in Y5 Appendix 1, to work out unknown words. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They recognise key themes within a texts and can make comparisons across texts. They make sensible predictions and justify inferences with evidence from the text. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They use some technical terms when discussing and evaluating what they have read.



- Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes set out in Y5 Appendix 1.
- They have a positive attitude towards reading for a range of purposes
- Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Can demonstrate 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
- Recommends books that they have read to their peers, giving reasons for their choices
- Identifies and discusses re-occurring themes across books
- Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.
- Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asks questions to improve their understanding
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Can predict what might happen from details stated and implied
- Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.
- Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
- Can distinguish between statements of fact and opinion
- In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.
- Participate in discussions, explaining their understanding of what they have read using notes where necessary. Provides reasoned justifications for their views.

ARE SUMMARY Word Reading Comprehension

Year 6 Writing Working at ARE - Silver

Independent writing across a range of purposes and audiences demonstrates selection and use of suitable forms. Writing maintains form and shows cohesion. Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning. Structure and organisation of writing is informed by its audience, purpose and context. The writer expands and develops ideas to add depth using a range of strategies. In non-narrative writing a range of devices help guide the reader. Spelling in line with Appendix 1 is accurate and a range of punctuations as outlined in Appendix 2 is mostly accurate. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.



- In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
- Appropriate choice of tense supports whole text cohesion and coherence.

- In non-narratives, a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
- When required, longer passages are préciséd appropriately.
- Expanded noun phrases are used to convey complicated information concisely.

- Paragraphs develop and expand some ideas, descriptions, themes or events in depth.
- A range of cohesive devices link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis).

- Across writing vocabulary and grammatical choices suit both formal and informal situations.
- Relative clauses beginning with *who, which, where, when, whose, that* or *with* are used to clarify and explain relationships between ideas.

- The perfect form of verbs marks relationships of time and cause.
- Modal verbs and adverbs are used to indicate degrees of possibility.
- Passive verbs are used to affect the presentation of information.

- Common punctuation is used accurately, including:
 - Commas and hyphens to avoid ambiguity;
 - Brackets, dashes or commas to indicate parenthesis;
 - Commas to clarify meaning or avoid ambiguity;
 - Colons to introduce lists and semi-colons to separate items within lists;
 - Consistent punctuation of bullet points is consistent.

- Spelling in line with Y5/6 Appendix 1 is accurate, including most words with silent letters, further homophones and other words often confused.

- Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.
- Some choices are made about shape, size and joining to reflect the purpose of the text.

- Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.

ARE SUMMARY **Composition** **Grammar & Punctuation** **Spelling** **Handwriting**

Year 6 Reading Working at ARE - Silver

They read age related texts fluently and effortlessly, determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes, including those set out in Y5/6 Appendix 1. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can make comparisons across texts and summarise across paragraphs. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They can evaluate the effectiveness of language, structure and other devices in relation to the text's purpose.



- Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

- They have a positive attitude towards reading for a range of purposes
- Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Can demonstrate 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
- Recommends books that they have read to their peers, giving reasons for their choices
- Identifies and discusses themes and conventions in and across a wide range of writing
- Makes comparisons within and across books
- Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asks questions to improve their understanding
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Can predict what might happen from details stated and implied
- Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Can identify how language, structure and presentation contribute to meaning
- Can evaluate how authors use language, including figurative language, considering the impact on the reader
- Can distinguish between statements of fact and opinion
- Efficiently retrieves, records and presents information from non-fiction

- Participate in discussions, building on their own and others' ideas and challenging views courteously

ARE SUMMARY **Word Reading** **Comprehension**

Year 1 Maths Working at ARE - Silver

Fluently counts, reads and writes numbers up to 100 and can identify 1 more or less from any given number. Can count in multiples of 2, 5 and 10 and knows number bonds up to 20. Can create simple number sentences and solve one-step problems using equipment, including missing number problems. Can find $\frac{1}{4}$ and $\frac{1}{2}$ of shape or quantity. Can compare lengths, mass and volumes and recognises the denominations of coins and notes. Can tell the time to the nearest hour and half hour. Can identify common 2-D and 3-D shapes. With support, is beginning to explain their methods when problem solving.



- Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals with correct orientation.
- Count in multiples of twos, fives and tens (up and back).
- Given a number, identify one more and one less up to 100.
- Identify and represent numbers using objects.
- Identify and represent numbers using pictorial representations including the number line.
- Use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words and spelling them correctly.
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using concrete objects
- Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using pictorial representations and arrays with the support of the teacher.
- Recognise, find and name a half as one of two equal parts of an object or shape.
- Recognise, find and name a half of a quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape. Recognise, find and name a quarter of a quantity.

- Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds).
- Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume.
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language (e.g., before and after, next, first).
- Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events.
- Tell the time to the hour and half past the hour.
- Recognise and name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

ARE SUMMARY **Number** **Calculation** **Fractions** **Measures** **Geometry** **Statistics**

A Joint Project Between...



Year 2 Maths Working at ARE - Silver

Fluently uses 2 digit numbers in a range of contexts, including addition and subtraction problems. Knows the 2, 3, 5 and 10 multiplication tables and number bonds up to 20 and uses these to solve problems in context. Can find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape or quantity and knows that $\frac{2}{4}$ is the same as $\frac{1}{2}$. Knows which metric units to use for length, mass, capacity and temperature. Can make given amounts using different combinations of coins and work out change. Can tell the time to the nearest 5 minutes. Uses their knowledge of symmetry when describing properties of 2D shapes and uses correct mathematical vocabulary to describe and compare 3D shapes. Can accurately interpret pictograms, block graphs and simple tables to solve problems. Is beginning to explain their methods when problem solving.



- 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 (\times), division (\div) 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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6=3. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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.

ARE SUMMARY **Number** **Calculation** **Fractions** **Measures** **Geometry** **Statistics**

A Joint Project Between...



Year 3 Maths Working at ARE - Silver

Fluently uses 3 digit numbers in a range of contexts, including addition and subtraction problems. Knows the 2, 3, 4, 5, 8 and 10 multiplication tables uses these to solve problems in context. Fluently uses the formal written methods of addition and subtraction and can multiply TU X U mentally or using informal methods. Can compare and order fractions and add and subtract fractions with the same denominator within a whole. Accurately measures length, mass and volume using standard metric units and can measure the perimeter of 2-d shapes. Uses their knowledge of right angles, parallel and perpendicular lines when describing properties of shape. Can accurately interpret scaled bar charts, pictograms and tables in order to solve problems. Can explain their methods and give simple reasons for their thinking.



- Count from 0 in multiples of 4, 8, 50 and 100 (up and back).
- Find 10 or 100 more or less than a given number mentally.
- Recognise the place value of each digit in a 3 digit number (including with zero value).
- Compare and order numbers up to 1000 (e.g. using number lines and <>).
- Read and write and spell numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations (e.g. grouping, tallying etc.)
- Add and subtract numbers mentally, including;
 - 3-digit number and ones
 - 3-digit number and tens
 - 3-digit numbers and hundreds.
- Add and subtract numbers with up to 3-digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers.
- Solve problems, including missing number problems, involving multiplication and division.
- Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve fractions and decimals

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours (single unit only).
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- Identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines (in shapes). Identify pairs of perpendicular and parallel lines in shapes.
- Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

ARE SUMMARY **Number** **Calculation** **Fractions** **Measures** **Geometry** **Statistics**

Year 4 Maths Working at ARE - Silver

Fluently uses 4 digit numbers in a range of contexts, including addition and subtraction problems. Knows all multiplication tables to 12 x 12 and uses these to solve problems in context. Fluently uses the formal written methods of addition, subtraction and multiplication. Can add and subtract fractions with the same denominator and recognises simple fraction/decimal equivalents. Can convert between metric units to solve problems and can find the area of shapes by counting squares. Uses their knowledge of different angles when describing properties of shape. Reads and plots co-ordinates in the first quadrant. Accurately interprets continuous data to solve problems. Can explain their methods and give simple reasons for their thinking.



- Count in 6s, 7s, 9s 25s and 1000s from 0 (up/back).
 - Find 1000 more or less than any given number mentally.
 - Recognise the value of each digit in a 4 digit number.
 - Compare and order a set of numbers beyond a 1000 (e.g. using number lines and <>).
 - Identify, represent and estimate numbers using groupings (tallies, groups of 25, 50, 100).
 - Read and write 4-digit numbers in numerals and words (including accurate spelling).
 - Round any number to the nearest 10, 100 and 1000 (using number lines).
 - Read Roman numerals to 100 (I to C).
 - Know that over time, the numeral system changed to include the concept of zero and place value.
 - Solve number and practical problems using all of the above and with increasingly larger positive numbers.
-
- Add and subtract numbers with up to 4 digits using the formal written methods of addition and subtraction where appropriate.
 - Estimate and use inverse operations to check answers to a calculation.
 - Solve addition and subtraction two-step problems in contexts.
 - Decide which operations and methods to use and why within problem solving.
-
- Recall multiplication and division facts for multiplication tables up to 12 x 12.
 - Use place value, known and derived facts to multiply and divide mentally.
 - Multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
 - Recognise and use factor pairs.
 - Understand commutativity in mental calculations.
 - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding.
 - Use the distributive law to multiply two digit numbers by one digit.
 - Solve harder correspondence problems such as n objects are connected to m objects.
-
- Recognise and show, using diagrams, families of common equivalent fractions.
 - Count up and down in hundredths.
 - Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
 - Use fractions to divide quantities, including non-unit fractions where the answer is a whole number.
 - Add and subtract fractions with the same denominator.
 - Recognise and write decimal equivalents of any number of tenths or hundredths.
 - Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$.
 - Find the effect of dividing a one- or two-digit number by 10 and 100.
 - Round decimals with one decimal place to the nearest whole number.
 - Compare numbers with the same number of decimal places up to two decimal places.
 - Solve simple problems involving increasingly harder fractions and some decimals (e.g. time, money, measures)

- Convert between different units of measure [e.g., kilometre to metre; hour to minute].
 - Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems.
 - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
 - Find the area of rectilinear shapes by counting squares.
-
- Compare and classify geometric shapes, including different quadrilaterals and different triangles, based on their properties and sizes.
 - Identify acute and obtuse angles and compare and order angles up to two right angles by size.
 - Identify lines of symmetry in 2-D shapes presented in different orientations.
 - Complete a simple symmetric figure with respect to a specific line of symmetry.
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- Describe positions on a 2-D grid as coordinates in the first quadrant.
 - Describe movements between positions as translations of a given unit to the left/right and up/down.
 - Plot specified points and draw sides to complete a given polygon.
-
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
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- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

ARE SUMMARY **Number** **Calculation** **Fractions** **Measures** **Geometry** **Statistics**

A Joint Project Between...



Year 5 Maths Working at ARE - Silver

Fluently uses numbers up to 1 million and decimal numbers up to 3dp in a range of contexts, including addition and subtraction problems. Can multiply/divide decimals by 10, 100 and 1000 and uses this to solve problems in context. Fluently uses the formal written methods of addition, subtraction, multiplication and short division. Can add and subtract fractions and recognises simple fraction/decimal equivalents. Can identify factor pairs and knows when a number is a prime, square or cube number. Works with improper fractions multiplying fractions by a whole number and can write decimals as fractions. Converts between simple fractions decimals and percentages. Can solve problems involving mixed metric units and imperial measures and can find the area and volume of shapes. Can measure angles in degrees and knows angles at a point sum to 360° and angles on a straight line sum to 180° . Accurately interprets continuous data to solve sum, difference and comparison problems. Can explain their methods when solving multi-step problems and reason their thinking when investigating.



- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
 - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
 - Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
 - Solve number problems and practical problems that involve all of the above.
 - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
-
- Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods.
 - Calculate mentally using all 4 operations with increasingly large numbers.
 - 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.
 - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
 - Solve multi-step problems in contexts, deciding which operations and methods to use and why.
 - Solve scaling problems by simple fractions and problems involving simple rates.
-
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
 - 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 numbers and cube numbers, and the notation for squared (2) and cubed (3).
 - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
-
- Compare and order fractions whose denominators are all multiples of the same number.
 - Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
 - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\ 1/5$].
 - Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
 - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
 - Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
 - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
 - Round decimals with two decimal places to the nearest whole number and to one decimal place.
 - Read, write, order and compare numbers with up to three decimal places.
 - Solve problems involving number up to three decimal places.
 - 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.
 - Solve problems which require knowing percentage and decimal equivalents.

- Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
 - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
-
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
 - Calculate and compare the area of rectangles (oblongs and squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
 - Estimate volume [e.g., using 1 cm³ blocks to build cuboids (including cubes)] and capacity [e.g., using water].
 - Use all four operations to solve problems involving measure [e.g., length, mass, volume, money] using decimal notation, including scaling and converting units of time.
-
- Identify a range of 3-D shapes from 2-D representations (eg nets).
 - Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles.
 - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
-
- 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.
 - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
 - Draw given angles, and measure them in degrees (o).
 - Identify angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) and other multiples of 90o.
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- Solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables, including timetables.

ARE SUMMARY **Number** Calculation Fractions Measures Geometry Statistics

Year 6 Maths Working at ARE - Silver

Fluently uses numbers up to 10 million and decimal numbers up to 3dp in a range of contexts, including addition, subtraction, multiplication and division problems. Uses symbols to describe relationships and patterns and solves simple algebraic equations. Can multiply/divide decimals by 10, 100 and 1000 and uses this to solve problems in context. Fluently uses the formal written methods of addition, subtraction, multiplication and long/short division. Can correctly interpret remainders in relation to the context. Can identify common factors, common multiples and prime numbers and use to simplify fractions. Can add, subtract, multiply and divide fractions and recognises fraction/decimal/percentage equivalents. Can solve problems involving conversion between metric and imperial measures and can find the area of compound shapes and volume of shapes using formula. Uses a range of properties to compare shapes and can identify the key properties of circles. Can reflect and translate shapes in all 4 quadrants. Accurately interprets pie charts and line graphs to solve problems and can calculate the mean average of a set. Can explain their methods when solving multi-step problems and reason their thinking when investigating.



- Read, write, order and compare numbers up to 10,000, 000 and determine the value of each digit.
 - Round any whole number to a required degree of accuracy.
 - Use negative numbers in context, and calculate intervals across zero.
 - Use simple formulae
 - Generate and describe linear number sequences.
 - Express missing number problems algebraically.
 - Find pairs of numbers that satisfy an equation with two unknowns
 - Enumerate possibilities of combinations of two variables
 - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
 - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
 - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
 - Perform mental calculations, including with mixed operations and large numbers.
 - Identify common factors, common multiples and prime numbers.
 - Use their knowledge of the order of operations to carry out calculations involving the four operations.
 - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
 - Solve problems involving addition, subtraction, multiplication and division.
 - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
 - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
 - Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
 - Solve problems involving similar shapes where the scale factor is known or can be found
 - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
 - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
 - Compare and order fractions, including fractions > 1 .
 - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. M
 - Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].
 - Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$].
 - Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
 - Multiply numbers with up to two decimal places by whole numbers.
 - Use written division methods in cases where the answer has up to two decimal places.
 - Solve problems which require answers to be rounded to specified degrees of accuracy.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
 - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
 - convert between miles and kilometres
 - recognise that shapes with the same areas can have different perimeters and vice versa
 - recognise when it is possible to use formulae for area and volume of shapes
 - calculate the area of parallelograms and triangles
 - 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 [for example, mm³ and km³].
- draw 2-D shapes using given dimensions and angles
 - recognise, describe and build simple 3-D shapes, including making nets
 - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
 - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
 - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- describe positions on the full coordinate grid (all four quadrants)
 - draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Interpret and construct pie charts and line graphs and use these to solve problems.
 - Calculate and interpret the mean as an average.

ARE SUMMARY **Number** **Calculation** **Fractions** **Measures** **Geometry** **Statistics**

