St George's C of E (V.A.) Primary School

Assessment

Assessment Standards

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Version History

Version	Date	Comments
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Introduction

This document sets expectations for children's attainment at the end of each year group in key stage 1 and key stage 2. It defines what a child working at the 'expected' level against the 2014 National Curriculum should be able to do.

At years 1, 3, 4 and 5 these statements are written from the school's own assessment system. At years 2 and 6, the statements are copied from the Standards and Testing Agency's 'Interim teacher assessment frameworks at the end of key stage 1' and 'Interim teacher assessment frameworks at the end of key stage 2' documents.

These statements should be used at the end of the year as an assessment tool. They represent a subset of what should be taught and should not be seen as a discrete list of skills to learn.

Reading

Reading Scheme Progression (School)

At the end of each year a child working at the expected standard should have reached the following levels.

Year	PM Benchmark Level
Reception	5
Year 1	14
Year 2	18
Year 3	22
Year 4	25
Year 5	27
Year 6	29

Year 1 Standards (School)

Working at expected Year 1 standard

The pupil can:

- use phonic knowledge to blend sounds together to read words, including long phonemes
- can read familiar endings to words (-s, -es, -ing, -ed, -er, -est)
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- use picture clues to help in reading simple texts.

In discussion with the teacher, the pupil can:

- answer straight forward questions and express opinions about main events and characters in a familiar book that is read to them.

Year 2 Standards (DfE)

Working towards the expected KS1 standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected KS1 standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected KS1 standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Year 3 Standards (School)

Working at expected Year 3 standard

The pupil can:

- read out loud confidently, understanding how to use a range of punctuation
- use knowledge of root words, suffixes and prefixes to read and understand new words
- identify the features of different text types and use a range of organisational features to locate information, such as labels, diagrams and charts
- justify inferences and predictions with evidence from the text
- discuss words and phrases that capture the reader's interest and imagination and comment on the choice of language to create moods and build tension
- evaluate specific texts with reference to text types
- start to make simple connections between books by the same author.

Year 4 Standards (School)

Working at expected Year 4 standard

The pupil can:

- read, on sight, all the words from Year 3 / 4 spelling list
- recognise and understand an even greater variety of suffixes and prefixes and recognise where words are an exception to the rule
- identify features of different fiction genres
- pull together clues from action, dialogue and description to infer meaning and make predictions with evidence from text and with knowledge of wider reading
- recognise how suspense is built up in a story, including the development of the plot and find and comment on examples of how authors express different moods, feelings and attitudes
- identify themes and conventions in a wide range of books
- make connections between books by the same author.

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Year 5 Standards (School)

Working at expected Year 5 standard

The pupil can:

- maintain fluency and accuracy when reading complex sentences, with subordinate clauses responding to more sophisticated punctuation
- summarise the main ideas drawn from more than one paragraph and discuss complex narrative plots
- draw information from different parts of the text to infer meaning and discuss moods, feelings and attitudes using inference
- identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
- talk about themes in a story and recognise thematic links with other texts and talk about the author's techniques for describing characters, settings and actions
- participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 6 Standards (DfE)

Working at the expected KS2 standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Writing

Year 1 Standards (School)

Working at expected Year 1 standard

The pupil can write for a range of purposes and audiences:

- writing more than one sentence about an idea that can be read without mediating
- conveying basic information through appropriate word choice
- using some basic descriptive language e.g. colour, size etc.
- using capital letters for names
- demarcating most sentences with capital letters and full stops
- starting to use and to join sentences
- spelling most of the 100 High Frequency words
- using the prefix un-
- adding the suffices -ed, -ing, -er, -est, -ly, -y to root words
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Year 2 Standards (DfE)

Working towards the expected KS1 standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

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Working at the expected KS1 standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected KS1 standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Year 3 Standards (School)

Working at expected Year 3 standard

The pupil can write for a range of purposes and audiences:

- starting to use paragraphs
- adding details for suspense or humour
- using details to clarify information
- modifying nouns using precise adjectives
- using co-ordinating and subordinating conjunctions
- writing in complex sentences
- using the prefixes dis-, mis-, in- and im- to spell most words correctly
- using the suffixes -tion/-sion/-cian/-ssion to spell most words correctly
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

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Year 4 Standards (School)

Working at expected Year 4 standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- developing characters through their actions as well as speech
- choosing words to engage the reader
- using persuasion and imperative verbs
- writing direct speech accurately
- using commas after fronted adverbials
- spelling most words correctly, including common exception words (years 3 and 4)
- using the possessive apostrophe correctly in all situations
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Year 5 Standards (School)

Working at expected Year 5 standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to control and shape the story using some cohesive devises
- including significant interaction between characters using direct and reported speech
- using words for deliberate effect
- using colons for lists
- using relative clauses
- writing in the correct tense through a piece
- spelling most words correctly, including common exception words (years 3 and 4)
- spelling some words correctly, including common exception words (years 5 and 6)
- spelling words with silent letters
- producing legible joined handwriting.

Year 6 Standards (DfE)

Working towards the expected KS2 standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly, including common exception words (years 3 and 4)
- spelling some words correctly, including common exception words (years 5 and 6)
- producing legible joined handwriting.

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Working at the expected KS2 standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected KS2 standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

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Mathematics

Times Tables Progression (School)

At the end of each year a child working at the expected standard should have instant recall of the following times tables. The includes division and well as multiplication facts and the ability to use those facts in calculation and problem solving.

Year	Tables
Reception	
Year 1	2 5 10
Year 2	2 3 4 5 10
Year 3	2 3 4 5 6 8 10
Year 4	2 3 4 5 6 7 8 9 10
Year 5	2 3 4 5 6 7 8 9 10 11 12
Year 6	2 3 4 5 6 7 8 9 10 11 12

Year 1 Standards (School)

Working at expected Year 1 standard

- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can write numbers up to 100 in numerals and 1 to 20 in words. They know odd and even numbers and one more and one less.
- The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recognise a half and a quarter of an object, shape or quantity.
- The pupil can I can compare, describe, measure and record: length and height; capacity and volume; weight and mass.
- The pupil can: sequence events in chronological order using before, after, today, tomorrow etc.; recognise and use language relating to dates including days of the week, months and year; read and write the time on an analogue clock for o'clock and half past.
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.
- The pupil can describe position, direction and movement including whole, ½, ¼ and ¾ turns.

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Year 2 Standards (DfE)

Working towards the expected KS1 standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected KS1 standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ − 14 = 28).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).
- The pupil can identify 1/3 , 1/4 , 1/2, 2/4, ¾ and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth within the expected KS1 standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g. 52 − 27; 91 – 73).
- The pupil can solve more complex missing number problems (e.g. 14 + – 3 = 17; 14 + Δ = 15 + 27).
- The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).
- The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Year 3 Standards (School)

Working at expected Year 3 standard

- The pupil can understand the value of each digit in a 3 digit number. They can read, write and compare numbers up to 1000 and can count in tens and hundreds and can add or subtract 10 or 100 from any given number up to 1000.
- The pupil can use formal methods to solve single-step problems (e.g. share 4 cakes equally between 8 children; 4 hats, 3 coats, how many different outfits?).
- The pupil can recognise fractions of shapes and can work out fractions of amounts for common fractions e.g. ½ ,¼, ¾, 1/5 of a set of objects. They can add, subtract and compare fractions with the same denominator. They understand a tenth as part of a whole divided into 10 equal parts and its equivalence to 1/10.
- The pupil can read measuring instruments with increasing accuracy and convert simple whole units of measure e.g. 5m = 500 cm.
- The pupil can read and write the time to the nearest minute on an analogue clock, record time in seconds, minutes and hours and can compare lengths of time (e.g. which is longer). They can read the time on a digital clock and compare to an analogue clock.
- The pupil can measure the perimeter of simple 2D shapes.
- The pupil can interpret and present data in charts and graphs including reading a scale of 2, 5 and 10 and solve 2 step problems using the information presented in charts and graphs e.g. how many more/fewer?
- The pupil can identify: horizontal and vertical lines and pairs of perpendicular and parallel lines; right angles and describe how right angles can make up ¼, ½, ¾ and a whole turn. They can draw 2D shapes and describe them using their knowledge of sides and angles and make 3D shapes using modelling materials and name and describe their properties.

Year 4 Standards (School)

Working at expected Year 4 standard

- The pupil can understand the value of each digit in a 4 digit number. They can represent numbers in different ways e.g. words, numerals, base 10, etc. They can round any whole number to the nearest 10, 100 or 1000 and count backwards through zero to include negative numbers.
- The pupil can use formal methods to solve two-step word problems involving all four operations, deciding which operations to use and when.
- The pupil can add and subtract fractions where the denominator is the same beyond a whole and can recognise and show equivalent fractions in a family of fractions. They can write the decimal equivalent of tenths and hundredths and recognise them in the context of money. They can recognise and write the decimal equivalent of tenths and hundredths as common fractions (¼, ½, ¾). They can compare and order decimals with the same number of decimal places up to 2 decimal places.
- The pupil can convert between units of measure using multiplication and division and, where appropriate, record with decimal notation. They can estimate, compare and calculate measures in a variety of contexts.
- The pupil can read, write and convert time between analogue and digital 12 and 24 hour clocks and solve problems involving calculating lengths of time.
- The can calculate the perimeter and area of rectangles.
- The pupil can interpret and present data presented in a range of graphical representations with a greater range of scales. They can interpret and present continuous data in the form of time (line) graphs recognising that it is recording a change over time. They can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- The pupil can compare and order angles and identify and name acute and obtuse angles. They can name, describe and sort a variety of quadrilaterals and triangles based on their properties and complete symmetrical shapes and patterns with respect to a specific line of symmetry.
- The pupil can use co-ordinates to plot a shape on a grid (1st quarter) and translate shapes on a grid and describe the movement using left/right, up/down.

Year 5 Standards (School)

Working at expected Year 5 standard

- The pupil can read, write, order and compare numbers to 1,000,000 (1 million) and determine the value of each digit. They can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 and interpret negative numbers in context.
- The pupil can use formal methods to solve multi-step problems involving a combination of any of the four operations. They use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- The pupil can add and subtract fractions with the same denominators including recognising and converting improper fractions to mixed numbers. They can add, subtract and compare fractions with denominators in the same fraction family. They can read, write order and compare numbers that have a mixture of 1, 2 or 3 decimal places and round numbers to 2 decimal places. They can recognise and understand % as part of 100 and write a % as a fraction and a decimal.
- The pupil can convert between different units of measure using their understanding of x and ÷ by 10, 100 and 1000. They can understand and use approximate equivalences between metric units and common imperial units (inches, pounds, pints).
- The pupil can solve problems which involve converting between units of time e.g. expressing the answer as days and weeks and solve problems involving time including reading simple timetables.
- The pupil can measure and calculate the perimeter and area of shapes that need to be divided into rectangles (composite rectilinear shapes). They can find unknown lengths on rectilinear shapes using their understanding of perimeter and area.
- The pupil can complete, read and interpret information presented in tables and other graphical representations. They can decide which representations of data are most appropriate and explain why.
- The pupil can draw and measure given angles in degrees. They can identify regular and irregular shapes using their knowledge of length of sides and angles and identify 3D shapes from 2D representations. They can find missing lengths and angles in rectangles and on straight line.
- The pupil can identify, describe and draw the position of a shape on a grid after a reflection on a line parallel to the axis and draw the position of a shape on a grid after a translation.

Year 6 Standards (DfE)

Working at the expected KS2 standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9?; 28.13 = 28 + + 0.03).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3; 15% of 60; 1 ½ + 3/4; 7/9 of 108; 0.8 x 70).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).