

End of Year Assessment July 2021—Minimum Sufficiency Statements

READING		
Year 1	Year 2	Year 3
<p>Pupils recognise familiar words in simple texts and use their growing phonic knowledge to support them in decoding unfamiliar words. They express their response to texts read aloud, identifying likes and dislikes. They ask simple questions to further their understanding. Pupils are able to retell familiar stories and make predictions based on what has been read so far.</p>	<p>Pupils demonstrate a secure use of phonics to blend unfamiliar words. Their increasing knowledge of sight words supports fluency. This improved fluency enables them to comprehend more of what they are reading. They independently deploy self-correction strategies when the text does not make sense to them. They reflect on their reading, expressing and justifying personal responses. Pupils can locate key information and make simple inferences.</p>	<p>Pupils’ increasing understanding of word structure and vocabulary allows them to read with fluency. They can locate and retrieve key information. They make predictions and simple inferences based on details stated and implied. When responding to a wider range of texts, they have greater confidence to express opinions and personal preferences. Pupils are able to identify simple themes within familiar stories.</p>
Year 4	Year 5	Year 6
<p>Pupils are developing increasing stamina as they read for longer periods and cope with more demanding texts. When reading aloud, pupils use intonation and control the tone and volume of their reading. They make sound inferences, justifying these with evidence from the text. Pupils retrieve key information or events to summarise. They can discuss words and phrases that capture the reader’s interest and imagination.</p>	<p>Pupils read and understand a wide range of texts independently. They ask questions to enhance this understanding and are able to make comparisons within and across different texts. Through discussion, they show that they are able to build sound inferences relating to a characters’ feelings, thoughts and motives. They justify these inferences with evidence from the text. They are beginning to distinguish between fact and opinion. Pupils can summarise the main ideas drawn from more than one paragraph.</p>	<p>Pupils read and understand a wide range of texts independently and with ease. They understand how organisational structures and language are used to contribute to meaning and how this affects the reader. Through discussion, and in writing about their reading, they show that they are able to build inferences around characters’ feelings, thoughts and motives, supporting these with evidence from the text. Pupils can provide a succinct summary drawn from more than one paragraph.</p>

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WRITING		
Year 1	Year 2	Year 3
<p>Pupils can write simple sentences without support. They are increasingly confident, writing independently a familiar range of forms, but still need support with extending and developing writing. They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own. Pupils are aware of the need to add description to their writing and use a few common conjunctions to link ideas. They use their phonics knowledge to support spelling.</p>	<p>Pupils are confident to write independently. Writing is developed through a series of linked ideas. They rehearse their ideas orally prior to writing and are aware of the need to add description, using simple adjectives to expand noun phrases. They use a range of common conjunctions to develop, link or expand ideas. They can read back their own writing, checking for errors in punctuation and spelling. They are beginning to check for sense and meaning and are able to edit with support where necessary.</p>	<p>Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Writing is shaped by simple planning structures. Description is developed through the use of precise vocabulary. They read back their writing and, with support, edit to link and develop ideas coherently.</p>
Year 4	Year 5	Year 6
<p>Pupils can identify the purpose, audience and form of their writing and organise their text using paragraphs for clarity. Narratives have clear structures and key events are expanded. Drawing on a growing store of vocabulary, pupils incorporate more detailed description into their writing. Ideas are connected through the use of nouns, pronouns and adverbials. Pupils use inverted commas to indicate direct speech where appropriate. They are able to proof-read and edit their writing with increasing independence.</p>	<p>Pupils demonstrate a growing consideration of language and style for a given purpose, audience and form. They structure their writing logically, developing ideas within and across paragraphs. In narratives, they can develop characters, settings and atmosphere through appropriate language choices. Pupils can use and discuss a range of sentence structures. They use tenses consistently. Spelling and punctuation errors are edited largely independently with reference to taught rules.</p>	<p>Writing is securely organised within coherent paragraphs. Pupils employ a variety of vocabulary and structures suitable to the purpose, audience and form of their writing. Sentence length and structure are varied for effect. Pupils show awareness of standard forms and can write in different tenses as required. They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. When evaluating and editing their writing, they can discuss their choices, add detail and delete for clarification.</p>

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MATHS		
Year 1	Year 2	Year 3
<p>Pupils should be fluent with counting forwards whole numbers within 100 and backwards with whole numbers up to 20. They should add and subtract within 20, recalling most number bonds within 10, using concrete objects and pictorial representations.</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • count in 2s and 10s. • understand and represent one more and one less than a given number. • recognise simple fractions (halves) • describe and compare different quantities in length, • tell the time to the hour 	<p>Pupils should be mentally fluent with whole numbers, counting and place value up to 100. They should know most of the number bonds to 20 using and understanding place value. They should be able to use practical resources such as concrete objects and measuring tools, learners are working with numerals, words and the four operations of addition, subtraction, multiplication (tables facts), and division using concrete objects.</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • compose and decompose two-digit numbers and represent calculations with part-part-whole models. • recall multiplication tables for 2x, 5x, and 10x using repeated addition and subtraction as a strategy. • recognise, describe, draw, compare, and sort different 2D- and 3D-shapes and use related vocabulary • describe and compare different quantities such as length, mass, money • tell the time including half past, quarter to and quarter past. 	<p>Pupils will be developing formal and informal written and mental methods using the four operations of addition, subtraction, multiplication, and division. They understand and use the inverse relationship between addition and subtraction. They can add and subtract 1,10 and 100 to and from 3 -digit numbers</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • solve a range of number and place value problems. • calculate complements to 1000 with multiples of 100. • compare different shapes with reference to angles. • use measuring instruments, making reference to standard units of measure • tell the time: including minutes past and to the hour • recall multiplication tables for 2x, 3x, 4x, 5x and 10x and derive division facts for 2x 5x and 10x • read and write simple unit fractions

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MATHS		
Year 4	Year 5	Year 6
<p>Pupils work with whole numbers and the four operations of addition, subtraction, multiplication, and division, including number facts. They can add and subtract 1,10,100, 1000 to and from 4 digit numbers. Pupils will be developing efficient formal and informal written and mental methods with increasingly large whole numbers.</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • solve a range of problems including those that require working with simple fractions and decimals (eg 0.3) • add and subtract fractions with the same denominator. • draw shapes with accuracy using mathematical reasoning. • use measuring instruments accurately, making connections between number and place value and reading scale. • recall multiplication tables 2x, 5x, 10x, 4x, 8x, 3x, 6x up to and derive associated division facts. • Solve TU x U calculations 	<p>Pupils should be fluent in formal and informal written and mental methods for addition and subtraction, working with numbers up to and including four digits. Using a developing knowledge of formal methods of multiplication and division, pupils should be able to solve problems involving real life situations such as measure.</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • identify factors and multiples. • make connections between fractions, decimals and percentages (eg 50%; 510 ; 0.5) and recognise equivalence, using visual representations (eg bar models) • read, write, and order decimal numbers to one decimal place. • recognise and write percentages of numbers (eg 50%, 10%, 25%) • recognise mixed numbers and improper fractions between 1 and 10 • convert between different units of metric measure (eg cm/m; mm/cm, m/Km) • classify shapes with geometric properties and use the vocabulary needed to describe them 	<p>Pupils should be able to use formal written methods for all four operations including long multiplication and division. They should be working confidently with fractions, decimals, percentages, and simple ratios. Pupils should be able to solve a range of problems demanding efficient written and mental methods of calculation. They are beginning to use algebraic representations as a tool for problem-solving</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • compare, order, and calculate with fractions, decimals, and percentages • use simple formulae • recognise and generate number sequences • calculate the area and volume of simple shapes • classify shapes using correct vocabulary. • measure and draw angles • interpret a range of graphs and charts and calculate the mean average