

Y3	Key Performance Indicator	What this means in practice in Year 3
Reading	<ol style="list-style-type: none"> 1. Read Age Appropriate words 2. Identifying and Discussing Themes 3. Using Dictionaries 4. Checking & Discussing Understanding 5. Asking questions about text 6. Non-Fiction Retrieval 7. Inference 8. Prediction 9. Authorial Intent - Language 	<ol style="list-style-type: none"> 1. As outlined for Y3/4 in Appendix 1 2. Recognising similarities between books (e.g. 3 friends fighting an enemy;) 3. Knowing how to use them using alphabetical order of first letter 4. Explaining meaning of words in context; does the text make sense to them?; what's happening in the book? 5. Rhetorical questions, deepening understanding (e.g. I wonder why...) 6. Basic retrieval of facts, e.g. How many space stations are there? 7. About characters, e.g. How do you know that the character feels sad? 8. Based on what you've read, what do you think will happen next? 9. Which words/phrases have been used to capture the imagination?
Writing	<ol style="list-style-type: none"> 1. Prefixes and Suffixes 2. Spell half of the Y3/4 words 3. Spell further homophones 4. Plural Possessive Apostrophe 5. Use a dictionary 6. Join letters appropriately 7. Use cursive script - neat handwriting 8. Discussing similar writing features 9. Use range of planning structures 10. Organising paragraphs around a theme 11. Narrative: Create settings 12. Narrative: Create characters 13. Narrative: Create engaging plot 14. Non-narrative: use organisational devices 15. Edit grammar & vocabulary 16. Edit spelling and punctuation 17. Use compound and complex sentences 18. Conjunctions, adverbs and prepositions 19. Use of a or an 	<ol style="list-style-type: none"> 1. As outlined for Y3/4 in Appendix 1 2. As per the attached list! 3. As outlined for Y3/4 in Appendix 1 4. E.g. 2 cats have whiskers --> The cats' whiskers 5. Using alphabetical order to find words to help with spelling 6. Knowing whether they join from the top of the letter or the bottom 7. Using neat, joined handwriting across all pieces of writing 8. Learning from expert writers - how are stories structured? (e.g. beginning, middle, end... something engaging/ exciting happens!) 9. Such as bullet points, mind maps - but talking about their plans first! 10. Know that paragraphs are grouped ideas around a particular topic... new topic, new paragraph! 11. Use adventurous vocabulary to describe settings 12. Describe how characters look and act 13. Write stories that are interesting to read and are well-structured 14. Such as headings and subheadings 15. Check what they've written makes sense and uses the right words 16. Check for accuracy with spelling and punctuation 17. Compound = 2 sentences joined with a conjunction (such as and/ but/ so). Complex = sentences starting with a conjunction (such as although, despite --> Although the cat was hungry, she didn't eat her food) 18. Use these to describe time, cause and place (Conjunctions = when, while; Adverbs = next, soon; Prepositions = before, during) 19. Correctly! (a hotel (consonant sound)... an hour (vowel sound))
Maths	<ol style="list-style-type: none"> 1. 10 or 100 more or less 2. Place Value to 1000 3. Formal Written Addition and Subtraction 4. Times Tables 3x 4x 8x 5. Written Multiplication 6. Compare and Order Fractions 7. Add and Subtract Fractions 8. Length, Mass, Volume, Capacity 9. Linking Analogue Time to RNs and 12- 24-hour 10. Understand Angles 11. ID Angles 12. Lines 13. Drawing and Making 2D and 3D Shapes 	<ol style="list-style-type: none"> 1. A number up to 9999 - plus or minus 10 or 100 e.g. $895 + 10 = 905$; $895 + 100 = 995$ 2. Knowing what each digit means - $827 = 800 + 20 + 7$ 3. Column method with up to 3 digits 4. Recall them at speed, forwards, backwards and related division facts 5. Column method for 2digit x 1 digit (e.g. 34×8) 6. With the same numerators ($\frac{1}{3} > \frac{1}{7}$) and same denominators ($\frac{2}{5} < \frac{4}{5}$) 7. With the same denominators which don't total more than 1 whole 8. Measure using equipment; compare, add and subtract quantities 9. Tell the time using an analogue clock - super important! Begin to link these to 12 and 24 hours and RNs (Roman Numerals) 10. Know that an angle is wherever 2 lines meet at a point/ as a turn 11. Identify right angles, compare other angles as being $<$ or $>$ right angles 12. Know horizontal and vertical; know perpendicular; know parallel 13. Draw 2D shapes such as hexagon, triangle etc. Make 3D shapes using modelling materials such as papier maché cuboids etc.

Y4	Key Performance Indicator	What this means in practice in Year 4
Reading	<ol style="list-style-type: none"> 1. Read further exception words 2. Using Dictionaries 3. Checking & Discussing Understanding 4. Identifying main ideas 5. Non-Fiction Retrieval 6. Inference 7. Prediction 8. Authorial Intent - Structure 	<ol style="list-style-type: none"> 1. As outlined for Y3/4 in Appendix 1 2. Using first 2 letters to find words 3. Explaining meaning of words in context; does the text make sense to them?; what's happening in the book? 4. Summarising ideas from more than 1 paragraph 5. Be able to record retrieval responses 6. About characters' thoughts and motives from their actions 7. Based on simple inferences, what do you think will happen next? 8. Why has the author set it out like this/ used chosen CL/ fonts?
Writing	<ol style="list-style-type: none"> 1. Prefixes and Suffixes 2. Spell half of the Y3/4 words 3. Spell further homophones 4. Plural Possessive Apostrophe 5. Use a dictionary 6. Join letters appropriately 7. Use cursive script - neat handwriting 8. Discussing similar writing features 9. Use range of planning structures 10. Progressively building a varied and rich vocabulary 11. Organising paragraphs around a theme 12. Narrative: Create settings 13. Narrative: Create characters 14. Narrative: Create engaging plot 15. Non-narrative: use organisational devices 16. Edit grammar & vocabulary 17. Edit spelling and punctuation 18. Use a range of sentence structures 19. Know the difference between plural and possessive 'S' 20. Choose nouns/ pronouns 21. Using fronted adverbials 22. Use Standard English verb forms 23. Using commas after fronted adverbials 24. Apostrophes for plurals 25. Using and punctuating direct speech 	<ol style="list-style-type: none"> 1. As outlined for Y3/4 in Appendix 1 2. As per the attached list! 3. As outlined for Y3/4 in Appendix 1 4. E.g. 2 cats have whiskers --> The cats' whiskers 5. Using first 2 letters of a word to find them to help with spelling 6. And doing so consistently 7. As it says on the tin! 8. Learning from expert writers - how are stories structured? (e.g. beginning, build up, problem, resolution, ending) 9. Such as bullet points, story mountains, mind maps - choosing which one is most appropriate for different pieces of writing 10. Through reading high quality texts and conversation, building these in to writing with mostly the correct context 11. Starting new paragraphs when a new theme/ topic begins. Ensuring this is written correctly (leaving a line) 12. Use adventurous vocabulary and expanded noun phrases 13. Describe how characters look, act and feel, leading to personality 14. Write stories that are interesting to read and are well-structured 15. Such as headings and subheadings, pictures and captions. 16. Check what they've written makes sense and uses the right words 17. Check for accuracy with spelling and punctuation 18. A range of simple, compound and complex (see Y3) 19. Plural for more than 1 (e.g. houses<u>s</u>, cars<u>s</u>); possessive for ownership (e.g. the house'<u>s</u> windows, the car'<u>s</u> brakes) 20. Decide whether to use the noun or the pronoun for flow 21. Beginning the sentence with words to describe the action which follows (often referred to as ISPACED. E.g. <u>Above the clouds</u>, the helicopter hovered. <u>Totally overwhelmed</u>, Harry dragged himself indoors.) 22. Correct grammar, e.g. 'he <u>did</u> his homework', not 'he <u>done</u> his homework' 23. As in example 21 - separating the detail of fronted adverbials from the full sentence it's introducing. 24. E.g. Simon's cars; children's boots; the boys' footballs 25. E.g. "Hello!" exclaimed Peter as he bounded up to Sally, "How lovely to see you tonight!" (punctuating the actual words which are spoken)
Maths	<ol style="list-style-type: none"> 1. 1000 more or less 2. Place Value to 10,000 3. Rounding to 10,100,1000 4. Formal Written Addition and Subtraction 5. Times Tables to 12x12 6. Written Multiplication 7. Equivalent Fractions 8. Add and Subtract Fractions 9. Dividing by 10, 100 10. Rounding decimals 11. Link decimals and unit fractions 12. Converting units of measure 13. Converting 12- and 24-hour time 14. Angles 15. Lines of symmetry 	<ol style="list-style-type: none"> 1. Than a number up to 99999 2. Knowing what each digit means - 3827... 3=3000, 8=800, 2=20, 7=7) 3. E.g. 126 rounded to the nearest 10 is 130 (closest multiple of 10 to it) 4. Column method with up to 4 digits 5. Recall them at speed, forwards, backwards and related division facts 6. Column method for 2digit x 1 digit (e.g. 34 x 8) and 3 digit by 1 digit (824 x 9) 7. Which fractions mean the same (e.g. $\frac{1}{2}$ is the same as/ equivalent to $\frac{2}{4}$...$\frac{3}{6}$) 8. With the same denominators which can total more than 1 whole 9. Moving digits to the right, decimal point stays still. Moving into decimal answer 10. To 1dp to the nearest whole number (e.g. 2.3 to the nearest 1 is 2... 16.6 -> 17) 11. Know $\frac{1}{2}$=0.5; $\frac{1}{4}$=0.25, $\frac{3}{4}$ = 0.75 12. Between km/m; cm/m; mm/cm; using $\times \div$ 10,100,1000 13. Know the link between them and be able to recall them quickly. 14. Identify acute and obtuse angles, compare other angles by size 15. Identify lines of symmetry in 2D shapes

Y5	Key Performance Indicator	What this means in practice in Year 5
Reading	<ol style="list-style-type: none"> 1. Read Age Appropriate words 2. Identifying Themes 3. Discussing & Exploring Understanding 4. Summarising 5. Non-Fiction - fact or opinion 6. Non-Fiction - Retrieval 7. Inference 8. Prediction 9. Authorial Intent - Structure 10. Authorial Intent - Language 11. Justify views 	<ol style="list-style-type: none"> 1. As outlined for Y5/6 in Appendix 1 2. Seeing similarities across a range of texts (e.g. how conflict is resolved) 3. Does the book make sense to them? Do they understand new words/ phrases? Can they use the context to discuss these words/ phrases? 4. From across paragraphs, identifying key details to support the main ideas 5. Identifying whether something is fact or opinion and explaining how they know 6. Answer recall questions where the answer can be found (in challenging texts) 7. Of character (in challenging texts), e.g. Is X rich or poor? How do you know? 8. Based on inferences and given detail, what do you think will happen next? 9. How has the structure of the text added to the meaning? E.g. font/ layout 10. Why have certain words/ phrases been used? How have they added meaning? 11. Give reasons for all of the above, with specific links to the text as evidence.
	Writing	<ol style="list-style-type: none"> 1. Prefixes Suffixes 2. Spell half Year 5/6 words with accuracy 3. Homophones 4. Use dictionary 5. Use a thesaurus 6. Write legibly and consistently 7. ID audience and purpose 8. Developing initial ideas 9. Developing character & setting 10. Vocabulary choices for meaning 11. Describe character and use dialogue to enhance 12. Describe setting and create atmosphere 13. Linking paragraphs using conjunctions 14. Linking paragraphs using adverbials 15. Structural & presentation devices 16. Edit vocab for effect 17. Proof read spelling 18. Proof read punctuation 19. Using expanded noun phrases 20. Using modal verbs for possibility 21. Using relative clauses
Maths		<ol style="list-style-type: none"> 1. Rounding whole numbers 2. Formal Written Addition and Subtraction 3. Multiply and Divide by 10, 100, 1000 4. Formal Written Multiplication 5. Formal Written Division 6. Compare and Order Fractions 7. Mixed Numbers and Improper Fractions 8. Add and Subtract Fractions 9. Multiply fractions 10. Round Decimals 11. Understand Percentage, link to F/D 12. Convert between Units of Measure 13. ID 3D shapes from 2D representations 14. Missing lengths and angles in rectangles 15. Acute, Obtuse, Reflex Angles 16. Draw and Measure Angles

Y6	Key Performance Indicator	What this means in practice in Year 6
Reading	<ol style="list-style-type: none"> 1. Read Age Appropriate words 2. Discussing & Exploring Understanding 3. Summarising 4. Non-Fiction - Retrieval 5. Inference 6. Prediction 7. Authorial Intent - Structure 8. Authorial Intent - Language 9. Explain and Discuss Understanding 10. Justify views 	<ol style="list-style-type: none"> 1. As outlined for Y5/6 in Appendix 1 2. Explaining meaning of new words/ phrases in context: Does the text make sense to them? What's happening in the text? Can they paraphrase? 3. From more than 1 paragraph, identifying key details to support the main ideas 4. Answer complex questions where the answer can be found in challenging texts 5. Of characters' thoughts and motives based on actions in challenging texts - make a point, link to evidence, explain reasoning linking to text 6. Based on inferences and given detail, what is implied will happen next? 7. How has the structure of the paragraphs/ story path added to the meaning? 8. Why has the author chosen this language over other language? How has it subtly changed the meaning/ tone of the sentence? 9. Through formal presentations and debates. Can use notes but focusing on topic 10. Use evidence to support views and expand responses: 'which indicates that...'
Writing	<ol style="list-style-type: none"> 1. Write effectively for range of purposes 2. Describe setting, character, atmosphere 3. Use of dialogue for effect 4. Select vocab and grammatical structures 5. Cohesion 6. Punctuation 7. Spelling 8. Handwriting 9. Edit vocab, grammar, punctuation 10. Proof read spelling & punctuation 11. Use a thesaurus 12. Formal writing 13. Passive Verbs 14. Use of ellipsis 15. Hyphens to avoid ambiguity 16. ; : - to mark boundaries between independent clauses 17. Colons to introduce a list 18. Punctuating bullet points consistently 	<ol style="list-style-type: none"> 1. Selecting language that shows awareness of the reader, e.g. using the first person in a diary; direct address in instructions/ persuasive writing 2. Using a range of techniques such as metaphors, personification, subtle hints towards characters' personality and intentions 3. Speech moves the story on and adds to character description (e.g. what a character says and how they say it hints towards their personality) 4. Appropriate to style of writing, e.g. using contracted forms in dialogues in narrative/ using passive verbs to affect how information is presented 5. As Y5 points 13/14 but within paragraphs as well as linking them 6. Use all punctuation accurately 7. Accurate spelling of attached Y5/6 words, using dictionary to check unknown 8. Cursive script, neat handwriting 9. As it says on the tin; have reasons for vocabulary edits - why does that word/ phrase have a greater effect than the one you replaced? 10. As it says on the tin 11. With speed and accuracy, choosing correct word for context of sentence 12. Recognise vocabulary and structures for formal speech and use it in writing 13. Where the action is done to the subject, e.g. The girl was stung by a bee. 14. Ellipsis = ... (to create suspense at the end of a sentence / to show trailing off of a thought) 15. E.g. The man-eating snake (rather than the man eating snake) - join the words! 16. Know when to use each piece of punctuation and use them accurately 17. As it says on the tin! 18. If you use stop punctuation (! ? .) at the end of each bullet, do so with all bullets; if you leave it without, do so with all bullets
Maths	<ol style="list-style-type: none"> 1. Rounding 2. Formal Written Multiplication 3. Long Division 4. Short Division 5. Factors, Multiples and Primes 6. Simplifying Fractions 7. Add & Subtract Fractions 8. Divide Fractions 9. Solve Percentage Problems 10. Equivalence between FDP 11. Missing Number Problems 12. Solve Conversion Measurement Problems 13. Shapes and their Angles 14. Angles 	<ol style="list-style-type: none"> 1. Be able to round any number to any nearest 10,100,1000,10000 2. Using column method, multiply 4digit x 2 digit, e.g. 4923 x 74 3. Divide up to 4 digits by a 2 digit number using long division 4. Divide up to 4 digits by a 2 digit number using short division 5. Identify common factors and multiples of any number; identify prime numbers 6. Use common factors to convert fractions to their simplest form, e.g. 12/36 = 1/3 7. Including different denominators and mixed numbers (converting to improper fractions first), e.g. $1/8 + 2 \frac{3}{4} = 1/8 + 9/4 = 1/8 + 18/8 = 19/8 = 2 \frac{3}{8}$ 8. Divide proper fractions by whole numbers, e.g. $1/3 \div 2 = 1/6$ 9. In context, such as a 15% off sale... Find 15% of £20 10. Recognise fractions, decimals and percentages with the same value, e.g. $1/5 = 0.2 = 20\%$ 11. Use algebra to show them, e.g. $x + 27 = 36$ (x is 9); $2y + 2 = 16$ (y=7) 12. Solve problems which first need you to convert between units of measure (e.g. grams/ kilograms etc.) 13. A) Compare and classify shapes based on the properties of sides and angles; B) calculate missing angles in triangles, rectangles and other 2D shapes 14. Calculate missing angles on a straight line and around a point, as well as opposite angles