



# Key Performance Indicators



St Paul's C of E (VC) Junior School

## **READING YEAR 1**

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Discussing the significance of the title and events.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Predicting what might happen on the basis of what has been read so far.

## **READING YEAR 2**

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

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

Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

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

Re-read these books to build up their fluency and confidence in word reading.

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Discussing the sequence of events in books and how items of information are related.

Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.

Being introduced to non-fiction books that are structured in different ways.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Answering and asking questions.

Predicting what might happen on the basis of what has been read so far.

Participate 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

## READING YEAR 3

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Using dictionaries to check the meaning of words that they have read. Identifying themes and conventions in a wide range of books.

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.

Retrieve and record information from non-fiction.

## READING YEAR 4

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Using dictionaries to check the meaning of words that they have read.

Identifying themes and conventions in a wide range of books.

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these.

Retrieve and record information from non-fiction.

## **READING YEARS 5 and 6**

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning.

Increasing their 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.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Provide reasoned justifications for their views.

## WRITING YEAR 1

Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

Words containing each of the 40+ phonemes already taught.

Naming the letters of the alphabet in order.

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

## WRITING YEAR 2

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Writing for different purposes.

Encapsulating what they want to say, sentence by sentence.

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.

Subordination (using when, if, that, because) and co-ordination (using or, and, but).

Correct choice and consistent use of present tense and past tense throughout writing.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate items in a list.

## WRITING YEAR 3

Discussing and recording ideas.

Organising paragraphs around a theme.

In narratives, creating settings, characters and plot.

Proof-read for spelling and punctuation errors.

Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box).

Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because).

Introduction to inverted commas to punctuate direct speech.

Headings and sub-headings to aid presentation.

Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play).

## WRITING YEAR 4

Discussing and recording ideas.

Organising paragraphs around a theme.

In narratives, creating settings, characters and plot.

Proof-read for spelling and punctuation errors.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).

Fronted adverbials (eg, Later that day, I heard the bad news.).

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit

## WRITING YEAR 5

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.

In narratives describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.

Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements and underlining).

Ensuring the consistent and correct use of tense throughout a piece of writing.

Proof reading for spelling and punctuation errors.

Converting nouns or adjectives into verbs using suffixes (eg, – ate; –ise; –ify).

Indicating degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).

Devices to build cohesion within a paragraph (eg, then, after that, this, firstly).

Use of commas to clarify meaning or avoid ambiguity.

## WRITING YEAR 6

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.

In narratives describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.

Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements and underlining).

Ensuring the consistent and correct use of tense throughout a piece of writing.

Proof reading for spelling and punctuation errors.

Use dictionaries to check the spelling and meaning of words.

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out – discover; ask for – request; go in – enter).

Use of the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

Use of the colon to introduce a list.

Punctuation of statements to list information.

## MATHS YEAR 1

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Represent and use number bonds and related subtraction facts within 20.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].

Mass/weight [for example, heavy/light, heavier than, lighter than].

Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

Time [for example, quicker, slower, earlier, later].

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

2-D shapes [for example, rectangles (including squares), circles and triangles].

3-D shapes: [for example, cuboids (including cubes), pyramids and spheres].

## MATHS YEAR 2

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

Compare and order numbers from 0 up to 100; use and = signs.

Use place value and number facts to solve problems.

Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Applying their increasing knowledge of mental and written methods.

To 20 fluently.

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

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

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ .

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

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

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.

Ask and answer questions about totalling and comparing categorical data.

## MATHS YEAR 3

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Solve number problems and practical problems involving these ideas.

Add and subtract numbers mentally, including:

a three-digit number and ones;

a three digit number and tens;

a three digit number and hundreds.

3x table;

4x table;

8x table.

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers.

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 (numerator of 1) and non-unit fractions with small denominators.

Lengths (m/cm/mm).

Mass (kg/g).

Volume/capacity (l/ml).

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

An analogue clock and 12-hour and 24-hour clocks.

Identify right angles, 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

Interpret and present data using bar charts, pictograms and tables.

## MATHS YEAR 4

Count in multiples of 6, 7, 9, 25 and 1000.

Count backwards through zero to include negative numbers.

Order and compare numbers beyond 1000.

Round any number to the nearest 10, 100 or 1000.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Recall multiplication and division facts for multiplication tables up to 12 x 12.

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.

Round decimals with one decimal place to the nearest whole number.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Convert between different units of measure [for example, kilometre to metre; hour to minute].

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Identify lines of symmetry in 2-D shapes presented in different orientations.

Plot specified points and draw sides to complete a given polygon.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## MATHS YEAR 5

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Add and subtract whole numbers with more than 4 digits.

Add and subtract numbers mentally with increasingly large numbers (example,  $12,462 - 2300 = 10,162$ ).

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Compare and order fractions whose denominators are all multiples of the same number.

Read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$ ].

Read, write, order and compare numbers with up to three decimal places.

Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ).

Draw given angles, and measure them in degrees ( $^\circ$ ).

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

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

## MATHS YEAR 6

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number.

Divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

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 of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Use simple formulae.

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.

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

Describe positions on the full coordinate grid (all four quadrants).

Interpret pie charts and line graphs and use these to solve problems.

Calculate and interpret the mean as an average.