

St Philip's Primary School



End of Year Expectations for Years 3 - 6

Writing, Reading, Speaking & Listening and Maths

This booklet provides information for parents and carers on the end of year expectations for children in our school. These are the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

Homework

Year	Daily	Weekly
3 and 4	<ul style="list-style-type: none">• Reading (at least 15 minutes a day)• Practise Spellings and Grammar• Practise Mental Maths - times tables, number bonds	<ul style="list-style-type: none">• Complete an English, Maths or Topic based task
5	<ul style="list-style-type: none">• Reading (at least 15 minutes a day)• Practise Spellings, Grammar & Punctuation• Practise Mental Maths (eg times tables or convert units of measure)	<ul style="list-style-type: none">• Complete an English, Maths or Topic based task
6	<ul style="list-style-type: none">• Reading (at least 15 minutes a day)• Practise Spellings, Grammar & Punctuation• Practise Mental Maths (eg times tables or convert units of measure)	<ul style="list-style-type: none">• Complete an English, Maths or Topic based task• Further tasks may be given in the run up to SATs to help children prepare for those tests.

Year 3 & 4 Writing

- Use conjunctions (when, so, before, after, while, because).
- Use time connectives (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives and adverbs to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Correctly use a range of punctuation including inverted commas for direct speech, commas, exclamation and question marks.
- Group ideas into paragraphs around a theme.
- Write under headings and sub-headings.
- Neat, legible, joined handwriting with letters of consistent size.
- Draw on a range of ambitious vocabulary.
- Structure and organise writing clearly.
- Use generalising words (sometimes, never, always, often etc)
- Spell phonetically regular or common polysyllabic words accurately and most of the Year 3 high frequency words and words from the National Curriculum.



Year 3 & 4 Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Appropriate choice of noun pronoun and tense.
- Accurate use of apostrophes for contractions, singular & plural possession.
- Comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses and complex sentence structures.
- Use more sophisticated connectives to link paragraphs (although, however, despite..).
- Legible, joined handwriting of consistent quality.
- Group ideas into paragraphs around a theme
- Spell unfamiliar regular polysyllabic words accurately and most of the Year 4 high frequency words and words from the national curriculum.
- Draw on an ambitious range of vocabulary



Year 5 & 6 Writing

- Add phrases to make sentences more precise & detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Use:
 - Brackets.
 - Dashes.
 - Commas.
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating & coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Legible and fluent handwriting style.



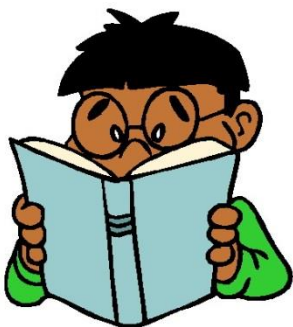
Year 5 & 6 Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Evidence of sentence structure and layout matched to requirements of text type.
- Use:
 - Semi-colon, colon, dash to mark the boundary between independent clauses.
 - Correct punctuation of bullet points.
 - Hyphens to avoid ambiguity.
 - Full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Legible, fluent and personal handwriting style.



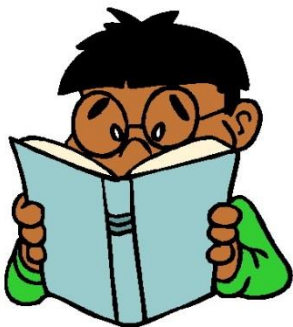
Year 3 Reading, Speaking and Listening

- Comments on the way characters relate to one another.
- Knows which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how a range of punctuation, including commas, is used to give more meaning.
- Recognise: plurals, pronouns and how they are used, collective nouns and adverbs
- Can explain the difference that adjectives and verbs make to a sentence.
- Develop ideas and feelings through sustained talk.
- Show good awareness of the listener.
- Use a different style, tone and volume when speaking to a larger audience.
- Listen carefully and make relevant comments in response to what has been said.
- Suggest different ideas related to a specific problem.
- Summarise the main issues associated with a talk



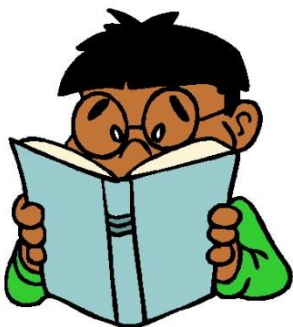
Year 4 Reading, Speaking and Listening

- Give a personal point of view on a text
- Can re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Skims & scans to locate information and/or answer a question.
- To know not to interrupt when someone else is saying something.
- To give listeners/ partners clear reasons or evidence for their views.
- To speak with clear diction so that audience can hear clearly what is said.
- Use a different style, tone and volume when speaking to a larger audience.



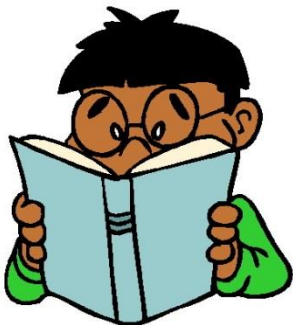
Year 5 Reading, Speaking and Listening

- Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s.
- Can compare between two texts.
- Appreciates that people use bias in persuasive writing.
- Appreciates how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Varies voice for direct or indirect speech.
- Recognise: o clauses within sentences
- Uses more than one source when carrying out research.
- Creates set of notes to summarise what has been read.
- To know not to interrupt when someone else is saying something.
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.



Year 6 Reading, Speaking and Listening

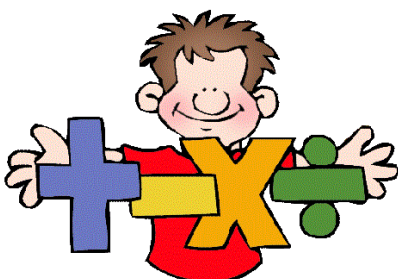
- Refers to text to support opinions and predictions.
- Gives a view about choice of vocabulary, structure etc.
- Distinguish between fact & opinion.
- Appreciates how a set of sentences has been arranged to create maximum effect.
- Recognise complex sentences.
- Skims and scans to aide note.
- To know not to interrupt when someone else is saying something.
- Present a spoken argument that develops coherently and logically and supports its points with evidence and persuasive language.



Year 3 Maths

- 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)
- read and write and compare and order numbers up to 1000 in numerals and in words
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three 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 using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including 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, write and use fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

- 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; 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 and compare durations of events.
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- 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 angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.



Year 4 Maths

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar 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, deciding which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to 12×12
- recognise and use factor pairs and 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, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- recognise and show, using diagrams, families of common equivalent fractions
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number and add and subtract fractions
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- 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]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres and find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- compare and classify geometric shapes, including quadrilaterals and 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.
- 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.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Year 5

- 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 up 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 and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- 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
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- 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 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
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- 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
- 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- 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, $0.71 = \frac{71}{100}$]
- 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 percent symbol (%) and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- convert between different units of metric measure (for example, 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 (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles and draw given angles, and measure them in degrees ($^\circ$)
- use the properties of rectangles 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.
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.



Year 6 Maths

- 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
- 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.
- 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
- 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 one-digit 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 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 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.
- 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].
- 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.

