



# End of Year Expectations



This booklet provides information for parents and carers on the end of year expectations for children in our academy. These expectations have been identified as being the minimum requirements children need to 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.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

# Maths

- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ ).
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- 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 and divide whole numbers and those involving decimals by 10, 100 and 1000.
- 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.
- 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.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number.
- 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.
- 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.
- 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.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- 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 ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.
- 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 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.
- Draw given angles, and measure them in degrees ( $^\circ$ ).
- Identify angles at a point and one whole turn (total  $360^\circ$ ); at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^\circ$ ).
- Complete, read and interpret information in tables, including timetables.

# Writing & Grammar

- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices (headings & subheadings).
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors.
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause (and place).
- Using fronted adverbials.
- Difference between plural and possessive-s.
- Standard English verb inflections (I did vs. I done).
- Extended noun phrases, including with prepositions.
- Using and punctuating direct speech (including punctuation within and surrounding inverted commas).



# Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.
- Making comparisons within and across books.
- Modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
- Predicting what might happen from details stated and implied.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read.
- Including through formal presentations and debates.
- Provide reasoned justifications for their views.



## Book bag book system

If your child is learning phonics they will bring home...

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Read Write Inc. Phonics book

The child reads this book independently and regularly to develop fluency.

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Sharing story book

An adult reads this book to the child as a 'sharing' book to develop a love of reading and to support language development.

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When your child completes the Read Write Inc. phonics programme they will bring home...

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### What Can You Do?

- Ensure that your child reads their book regularly to develop fluency and a love of reading.
- Read to your child using the sharing story books the children bring home or other age appropriate books at home. This is important for all pupils from reception to year 6.
- Talk about vocabulary and language with your child.
- Record your child's reading each time you read with your child using Boom Reader. This could be either the phonics book or sharing book that you record.