

# **Standards for Reading, Writing and Mathematics**

## Content

The outline for each year group lists key objectives for the **academic non-negotiables** in:

### Reading

### Writing

### Mathematics

These non-negotiables are designed with age-appropriate expectations in mind. In writing and mathematics especially, we include pointers linked to areas where children often 'get stuck' in their learning. This is not to say that other matters to be taught are not equally valuable, but rather that certain basics can be identified that most powerfully help children to access, advance and secure their learning in all areas, as well as to enhance their future employability and prosperity.

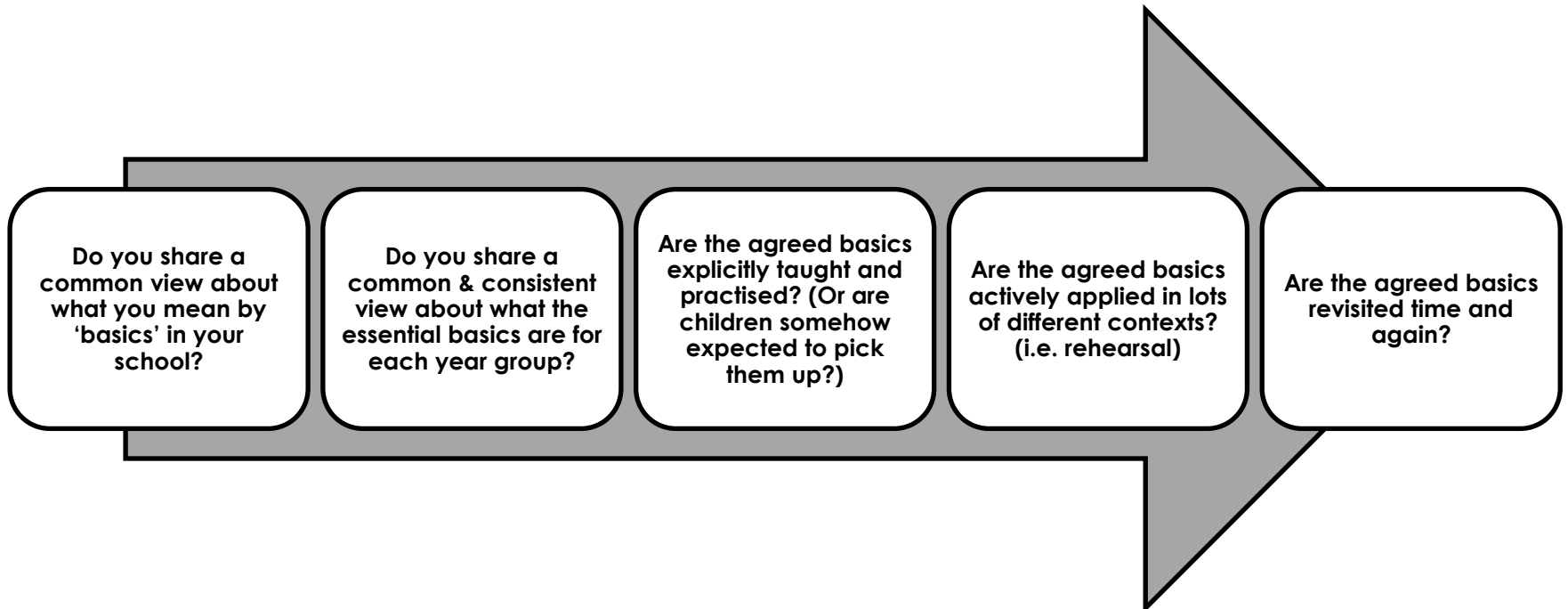
In addition to the non-negotiables in reading, writing and mathematics, we list the basic expectations for **oracy** because these are, in many ways, both the key to unlocking access to many other areas of learning, and also central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. The essence of these oracy expectations needs to pervade the climate of the classroom, teachers' modelling and all areas of the curriculum and school life.



## Why focus on basic skills?

Work with a great many schools has shown that a focus on basic skills will pay dividends in terms of pupil confidence and accelerated progress. A focus on the basics should not be confused with a reason to offer a less enriched and narrower curriculum; just an explicit acknowledgement that the agreed basics need to be **taught** and **applied** with rigour.

By having a focus on the basics you will need to address the following questions:



# Non-Negotiables: Reception

## Unlocking learning through oracy

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| <ul style="list-style-type: none"> <li>• Talk about how a story starts.</li> <li>• Talk in front of their peers about something that has happened to them.</li> <li>• Use past and future when describing events that have happened or are to happen.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk on one topic without deviation.</li> <li>• Use talk to co-operate and contribute when playing with others.</li> <li>• Listen carefully to what is being said and repeat if asked.</li> <li>• Know not to interrupt when someone is saying something.</li> </ul> |
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### Reading

- Secure with year group phonic expectations.
- Read some common irregular words.
- Use phonic knowledge to decide regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

### Writing

- Write simple sentences which can be read by themselves & others.
- Use capital letters and full stops to demarcate sentences.
- Write demarcated sentences.
- Use correct pencil grip.
- Write name (correct upper & lower case).
- Use correct letter formation for familiar words.

### Mathematics

- Count reliably to 20.
- Order numbers 1 – 20.
- Say 1 more/1 less to 20.
- Add & subtract two single digit numbers.
- Count on/back to find the answer.

# Non-Negotiables: Year 1

## Unlocking learning through oracy

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| <ul style="list-style-type: none"> <li>• Speak clearly and loudly enough to communicate meaningfully.</li> <li>• Ask questions about matters of interest.</li> <li>• Express feelings and ideas when talking about matters of interest.</li> <li>• Start to develop ideas by adding detail to their speech.</li> <li>• Start to understand how to take turns when speaking.</li> <li>• Start to listen to others and respond appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• Join in with imaginative play taking on role of different familiar characters.</li> <li>• Speak in complete sentences after modelling.</li> <li>• Retell a familiar story in sentences, using narrative language.</li> <li>• Recount an event or experience in sentences.</li> <li>• Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.</li> </ul> |
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### Reading

- Secure with year group phonic expectations.
- Identify which words appear again and again.
- Recognise & join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title & events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said & done.
- Read aloud with pace & expression, i.e. pause at full stop; raise voice for question.
- Recognise:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
  - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.

### Writing

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use capital letters for names & personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

### Mathematics

- Count to & across 100, forwards & backwards from any number.
- Read & write numbers to 20 in numerals & words.
- Read & write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds & subtraction facts to 20.
- Add & subtract:
  - 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication & division using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.

# Non-Negotiables: Year 2

## Unlocking learning through oracy

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| <ul style="list-style-type: none"> <li>• Talk about topics that are of interest to them or which they enjoy.</li> <li>• Ask questions to gain information and clarify meaning.</li> <li>• Begin to develop and explain their ideas.</li> <li>• Express themselves using complete sentences when required.</li> <li>• Make more specific vocabulary choices, e.g. technical language.</li> <li>• Usually listen carefully and respond appropriately.</li> <li>• Take turns when talking in pairs or small groups.</li> <li>• Begin to be aware that formal and informal situations require a different role and language.</li> </ul> | <ul style="list-style-type: none"> <li>• Offer appropriate comments in paired or small group discussion.</li> <li>• Retell a familiar story using narrative language and linking words/phrases.</li> <li>• Recount an event or experience in sentences using specifically chosen vocabulary.</li> <li>• Perform a simple poem from memory.</li> <li>• Hold the attention of listeners by adapting the way they talk.</li> <li>• Begin to understand how to speak for different purposes and audiences.</li> </ul> |
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### Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency & expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes & events.
- Comment on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
  - commas in lists
  - apostrophe of omission & possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

### Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct & consistent use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal & horizontal strokes to join.

### Mathematics

- Compare & order numbers up to 100 and use  $<$   $>$   $=$ .
- Read & write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall & use multiplication & division facts for 2, 5 & 10 tables.
- Recall & use +/- facts to 20.
- Derive & use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
  - 2-digit nos & ones
  - 2-digit nos & tens
  - Two 2-digit nos
  - Three 1-digit nos
- Recognise & use inverse (+/-).
- Calculate & write multiplication & division calculations using multiplication tables.
- Recognise, find, name & write  $1/3$ ;  $1/4$ ;  $2/4$ ;  $3/4$ .
- Write & recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

# Non-Negotiables: Year 3

## Unlocking learning through oracy

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.
- Vary the use and choice of vocabulary – dependent on the purpose and audience.

- Start to show awareness of how and when Standard English is used.
- Retell a story using narrative language, adding relevant detail.
- Perform poems from memory, adapting expression & tone as appropriate.
- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Begin to adapt use of language to meet the needs of the audience/listener.

### Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

### Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon, therefore).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> person.
- Use perfect form of verbs to mark relationships of time & cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings & sub-headings.
- Write with increasing legibility, consistency and fluency.

### Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits & words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 & 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add & subtract:
  - 3-digit nos & ones
  - 3-digit nos & tens
  - 3-digit nos & hundreds
- Add & subtract:
  - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply:
  - 2-digit by 1-digit
- Count up/down in tenths.
- Compare & order fractions with same denominator.
- +/- fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

# Non-Negotiables: Year 4

## Unlocking learning through oracy

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| <ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts.</li> <li>• Ask questions to clarify or develop understanding.</li> <li>• Give an answer and justify with evidence.</li> <li>• Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>• Show understanding of the main points and significant details in a discussion.</li> <li>• Show they have listened carefully through making relevant comments.</li> <li>• Increasingly able to adapt what they say to meet the needs of the audience/listener.</li> </ul> | <ul style="list-style-type: none"> <li>• Vary the use and choice of vocabulary dependent on the purpose and audience.</li> <li>• Vary the amount of detail dependent on the purpose and audience.</li> <li>• Show understanding of how and why language choices vary in different contexts.</li> <li>• Use some features of Standard English.</li> <li>• Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone.</li> <li>• Understand when the context requires the use of Standard English.</li> </ul> |
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### Reading

- Give a personal point of view on a text.
- 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.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.

### Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organize ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.

### Mathematics

- Count backwards through zero to include negative numbers.
- Compare & order numbers beyond 1,000.
- Compare & order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 & 1000.
- Recall & use multiplication & division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add & subtract:
  - Numbers with up to 4-digits using written columnar method.
- Multiply:
  - 2-digit by 1-digit
  - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise & write equivalent fractions
- +/- fractions with same denominator.
- Read, write & convert time between analogue & digital 12 & 24 hour clocks.



# Non-Negotiables: Year 5

## Unlocking learning through oracy

- Talk and listen confidently in a wide range of contexts including some that are formal.
- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and options justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.

- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible language or solution.
- Perform their own compositions using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

### Reading

- Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

### 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.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - brackets
  - dashes
  - comma
- 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 organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

### Mathematics

- Count forwards & backward with positive & negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare & order numbers up to 1,000,000.
- Compare & order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples & factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise & use square numbers & cube numbers.
- Recognise PV of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2dp to nearest whole number & 1dp.
- Add & subtract:
  - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
  - 4-digits by 1-digit/ 2-digit
- Divide:
  - Up to 4-digits by 1-digit
- Multiply & divide:
  - Whole numbers & decimals by 10, 100 & 1,000
- Recognise & use thousandths.
- Recognise mixed numbers & improper fractions & convert from one to another.
- Multiply proper fractions & mixed numbers by whole numbers.
- Identify & write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

# Non-Negotiables: Year 6

## Unlocking learning through oracy

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| <ul style="list-style-type: none"> <li>• Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</li> <li>• Ask questions to develop ideas and make contributions that take account of others' views.</li> <li>• Use evidence to support ideas and opinions.</li> <li>• Explain ideas and opinions – elaborating to make meaning explicit.</li> <li>• Take an active part in discussions, taking different roles.</li> <li>• Use hypothetical speculative language to express possibilities.</li> <li>• Use Standard English fluently in formal situations.</li> <li>• Debate an issue maintaining a focused point of view.</li> <li>• Use formal language of persuasion to structure a logical argument.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.</li> <li>• Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere.</li> <li>• Pay close attention to, and consider the view and opinions of, others in discussions.</li> <li>• Make contributions to discussions, evaluating others' ideas and responding to them.</li> <li>• Understand and select the appropriate register according to the context.</li> </ul> |
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### Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact & opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
  - complex sentences with more than one subordinate clause
  - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.

### 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).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list & semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use 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.
- Write legibly, fluently and with increasing speed.

### Mathematics

- Use negative numbers in context & calculate intervals across zero.
- Compare & order numbers up to 10,000,000.
- Identify common factors, common multiples & prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply:
  - 4-digit by 2-digit
- Divide:
  - 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number.