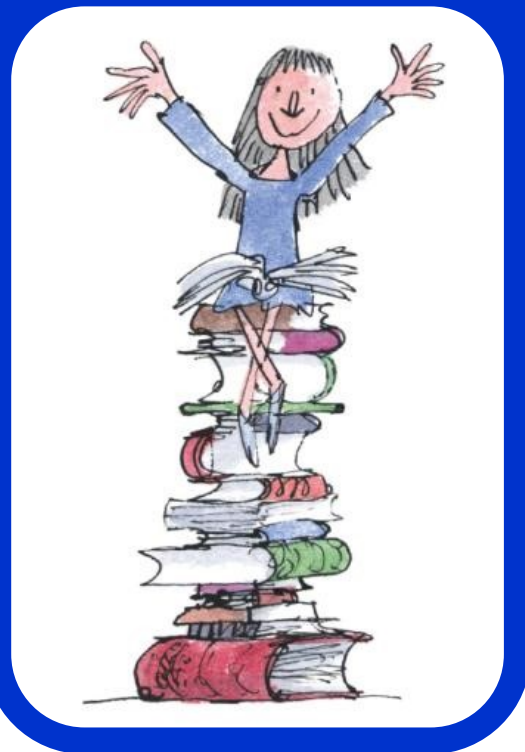




English and Mathematics National Curriculum Expectations

A Guide for Parents and Carers





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Introduction



For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, “*It’s not like when I was at school.*” Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changed for maintained schools throughout England.

This booklet is intended to support parents and careers on the expectations of the national curriculum and how best they can support their children at home.

Obviously it would be impossible to set out in detail everything your child would learn during their six years of statutory primary education, so as staff we have identified these expectations as being the minimum requirement your child will need to meet in order to ensure continued progress dependent on their starting points as they progress through their time at Halley Primary School.

Any support you can provide in helping your children deepen their learning is greatly valued.

Reading

Reception

- ★ Read some common irregular word.
- ★ Use their phonic knowledge to read aloud accurately.
- ★ Identify rhymes and alliteration.
- ★ Join in with rhyming patterns.
- ★ Read and understand the meaning conveyed in simple sentences.
- ★ To show they understand what they have read when talking to others.
- ★ Make simple predictions.
- ★ Identify the start and end of sentence.

Year 1

- ★ Read a wide range of books for pleasure daily.
- ★ Identify which words appear again and again.
- ★ Recognise and join in with predictable phrases.
- ★ Relate reading to own experiences.
- ★ Re-read if reading does not make sense.
- ★ Discuss the importance of the title and key events.
- ★ Make predictions based on what has been read.
- ★ Make inferences based on what is being said and done.
- ★ Read aloud with pace and expression, i.e. pause at a full stop; raise voice for question.
- ★ Recognise:
 - capital letters (a/A)
 - 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.

What can I do to help my child's reading?

Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?

Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters and words.

Year 2

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



Year 3

- ★ Talk about and comment on the way characters relate to one another.
- ★ Identify 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 commas are used to give more meaning.
- ★ Recognise inverted commas.
- ★ Recognise:
 - plurals (apple/apples)
 - pronouns and how used
 - collective nouns (a pride of lions, a flock of geese)
 - Adverbs (happily, first, below, therefore)
- ★ Explain the difference that the precise choice of adjectives and verbs make.

Remember...

...that reading isn't just about books—make the most of shop and street signs when you are out and about. And why not ask your child to find out what a DVD is about by reading the back of the cover.

Reading

Year 4

- ★ 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.

Key book talk questions

Was there anything you liked about this book/text?

Was there anything you disliked about this book/text?

Was there anything that puzzled you?

Were there any patterns - any connections - that you noticed?

What can I do to help my child's reading?

TAKE TIME TO LISTEN, LISTEN, LISTEN...

Listening with your eyes as well as your ears – giving them your full attention as they talk or read to you.

Telling them what you really enjoyed about their reading.

Talking about what you've just read together helps children think about what they've read, grows their imagination and boosts their confidence. It's also a good way to pick up on new words and check they understand what they have read.

ENJOY READING EVERYWHERE...

Going online together and reading or printing off a web page that interests them. •

Carrying a book or comic in your bag to share when you are out and about, on the bus, train, etc.



Reading

Year 5

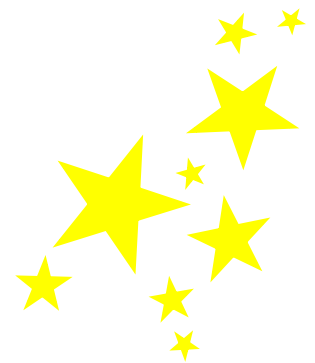
- ★ Appreciate that people use bias in persuasive writing. *What does the writer want you to think?*
- ★ Appreciate how two people may have a different view on the same event.
- ★ Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- ★ Make comparisons between different stories and poems.
- ★ Draw inferences and justify with evidence from the text.
- ★ Vary voice for direct or indirect speech.
- ★ Recognise clauses within sentences and 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.

Year 6

- ★ Read a wide selection of literature (narrative, poetry and non-fiction) both at home and school for pleasure.
- ★ Refer to text to support opinions and predictions.
- ★ Give a view about choice of vocabulary, structure, etc.
- ★ Distinguish between fact and opinion.
- ★ Appreciate how a set of sentences has been arranged to create maximum effect on the reader.
- ★ 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 research and note-taking.

What can I do to help my child's reading?

Allow your child to read at their own pace and encourage them to talk with you about what they are reading.



Writing

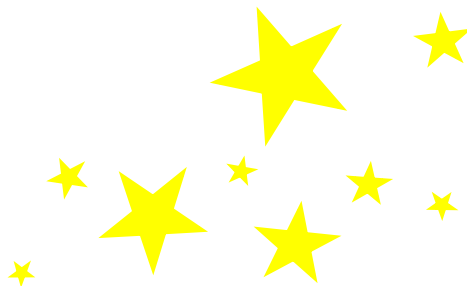
Reception

- ★ Hold and grip a pencil correctly.
- ★ Write their own name beginning with a capital letter.
- ★ Use correct letter formation for familiar words.
- ★ Write simple sentences which can be read by themselves and others.
- ★ Use capital letters and full stops to show where a sentence begins and ends.



Year 1

- ★ Use correct formation of lower case – finishing in right place.
- ★ Use correct formation of capital letters.
- ★ Use correct formation of digits.
- ★ Use capital letters for names, days of the week and personal pronoun 'I'.
- ★ Begin to use:
 - capital letters (a/A)
 - full stops (.)
 - question marks (?)
 - exclamation marks (!)
- ★ Write clearly demarcated sentences. They begin with a capital letter and end with a full stop.
- ★ Use 'and' to join ideas together.
- ★ Use conjunctions to join sentences (e.g. so, but).
- ★ Use standard forms of verbs, e.g. go/ went.
- ★ Write stories and range of texts based on personal or real experiences e.g. letters, notes, shopping lists.



Year 2

- ★ Write lower case letters correct size relative to one another.
- ★ Show evidence of diagonal and horizontal strokes to join handwriting.
- ★ Write different kinds of sentences: statement, question, exclamation, command.

A statement: This is probably not a good idea.

A question: Can you help me with my homework?

A command: Do your homework.

An exclamation: What a big eyes you have!

- ★ Use expanded noun phrases to add description and specification e.g. a blue butterfly.
- ★ Write using co-ordination (or, and, but) and subordination (when, if, that, because).
- ★ Correct and consistent use of present tense & past tense.
- ★ Correct use of verb tenses (walk, walking, walked).

- ★ Write with correct and consistent use of:
 - capital letters (a/A)
 - full stops (.)
 - question marks (?)
 - exclamation marks (!)
- ★ Use commas in a list.
- ★ Use apostrophe to mark omission and singular possession in nouns.
- ★ Write under headings.

What can I do to help my child with their writing?

Encourage your child to mark make and want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.

Write down a story your child tells you—they will learn through what they see.

Get them to suggest words and phrases

Find lots of opportunities to draw and write together—make lists before you go shopping, and write letters to friends and family. Help them to make their own books, posters or labels for things in their room.

Writing

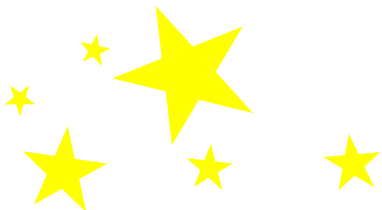
Year 3

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



Year 4

- ★ Write with increasing legibility, consistency and fluency.
- ★ 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 the bad news.).
- ★ Use commas to mark clauses.
- ★ Use inverted commas and other punctuation to punctuate direct speech ("...").
- ★ Use paragraphs to organised ideas around a theme.
- ★ Use connecting adverbs to link paragraphs.



What can I do to help my child with their writing?

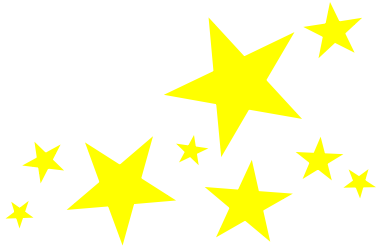
Beginning writers become more fluent and mature writers only with practice, but this shouldn't be forced.

Finding everyday opportunities for your child to practice their writing skills will help develop their skills and love for writing.

Family writing projects: holiday letter writing, Scrapbooks and photo albums. Keep souvenirs of your family activities in an album. Ask your children to help you write in dates and captions. Leave notes or reminders for each other.

Help your child to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises their ideas into paragraphs.

Writing



Year 5

- ★ Write legibly, fluently and with increasing speed.
- ★ Add phrases to make sentences more precise and detailed.
- ★ Use range of sentence openers – judging the impact or effect needed.
- ★ Begin to adapt sentence structure to the 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 and coordinating conjunctions.
- ★ Use verb phrases to create subtle differences (e.g. she began to run).
- ★ Consistently organize ideas into paragraphs.
- ★ Link ideas across paragraphs using adverbials of when (e.g. later), where (e.g. nearby) and How much (e.g. secondly) why (therefore) how (smartly).
- ★ person.

What can I do to help my child with their writing?

Before they start to write talk through their ideas with them, for example, prompt them to think about how they intend to tackle a subject. Afterwards help them to reflect on their writing, particularly the effect they hoped to have on the reader.

Encourage their personal writing, for example, a journal or diary, social networking, a blog. But ensure you take necessary safeguards when using the world wide web.

Year 6

- ★ Write legibly, fluently and with increasing speed.

A sentence is written in active voice when the subject of the sentence is performing the action.

A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something.

For example:

'The cat was chasing the mouse.'
(active)

'The mouse was being chased by the cat.' (passive)

Active sentences are very direct, but in a passive sentence the writer can withhold information e.g. 'The mouse was being chased.' 'The window was broken.'

This style of writing, with a more detached voice, is often used in non-fiction writing.

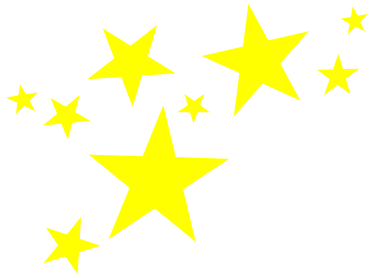


- ★ Use subordinate clauses to write complex sentences.
- ★ Use passive voice where appropriate.
- ★ Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- ★ Use a sentence structure and layout matched to requirements of text type.
- ★ Use semi-colon, colon or dash to mark the boundary between independent clauses.
- ★ Use colon to introduce a list and 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.

Gifts of writing

Greeting cards with personal messages and poems are more meaningful when they're homemade, rather than store-bought. An older child may enjoy the challenge of writing a ballad or song lyrics in honour of a special someone or occasion. Homemade books and calendars also make nice gifts of writing.

Mathematics



Reception

- ★ Count consistently to 20.
- ★ Order numbers 1 to 20.
- ★ Say 1 more or 1 less to 20.
- ★ Add and subtract two single digit numbers.
- ★ Count on an back to find the answer.



Year 1

- ★ Read and write numbers to 20 in numerals & words.
- ★ Read and write numbers to 100 in numerals.
- ★ Say 1 more or 1 less to 100.

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- ★ Count in multiples of 2, 5 & 10.
- ★ Use bonds and subtraction facts to 20.
- ★ Add & subtract:
 - 1 digit & 2 digit numbers to 20, including zero.
- ★ Solve one-step multiplication and 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.

Mathematics

Year 2

- ★ Compare and order numbers up to 100 and use $< > =$.
- ★ Read and 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 and use multiplication & division facts for 2, 5 & 10 tables.
- ★ Recall and use +/- facts to 20.
- ★ Derive and 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 and use inverse (+/-).
- ★ Calculate and write multiplication & division calculations using multiplication tables.
- ★ Recognise, find, name and write $1/3$; $1/4$; $2/4$; $3/4$.
- ★ Write and recognise equivalence of simple fractions.
- ★ Tell time to five minutes, including quarter past/to.

Number bonds are essential to the understanding of maths. Children in Yr2 learn g their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20 , e.g. $5+9 = 14$, rather than having to count on to find the answer.

What can I do to help my child with their Maths?

Talk about maths when cooking, working out change, counting how many cars you can see.

Help your child to count from a number. Help them to recite their 2, 5 and 10 times tables.

Checking door numbers, bus numbers and numbers on lifts.

Count different objects: cars, toes, fingers, buttons, money such as pennies, pounds, five and ten pence pieces.

Mathematics

Year 3

- ★ Compare & order numbers up to 1000.
- ★ Read & write all numbers to 1000 in digits and words.
- ★ Find 10 or 100 more/less than a given number.
- ★ Count from 0 in multiples of 4, 8, 50 and 100.
- ★ Recall & use multiplication & division facts for 3, 4, 8 tables.
- ★ Recognise place value of any 3-digit number.
- ★ Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- ★ Add and 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 and order fractions with same denominator.
- ★ Equivalent fractions are fractions which have the same value, such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{1}{4}$ and $\frac{2}{8}$.
- ★ Add and subtract 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.



Check Out...

Halley's calculation policy which clearly sets out the order in which calculation strategies are taught. You will find this on our website.

Mathematics

Year 4

- ★ Count backwards through zero to include negative numbers.
- ★ Compare and order numbers beyond 1,000.
- ★ Compare and order numbers with up to 2 decimal places.
- ★ Read Roman numerals to 100.
- ★ 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 and 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 and write equivalent fractions.
- ★ Add and subtract fractions with same denominator.
- ★ Find 1,000 more/less than a given number.
- ★ Count in multiples of 6, 7, 9, 25 and 1000.
- ★ Recall and use multiplication and division facts all tables to 12x12.
- ★ Read, write and convert time between analogue and digital 12 and 24 hour clocks.

I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100

Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5-1) means 4.

*If the larger value appears first then they are added ,
e.g. VI (5+1) means 6.*

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.



Playing...

... board games such as dominos, battleships, draughts and chess is great for exploring coordinates movements across a grid.

Mathematics

Year 5

- ★ Count forwards and backward with positive and negative numbers through zero.
- ★ Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- ★ Compare and order numbers up to 1,000,000.
- ★ Compare and order numbers with 3 decimal places.
- ★ Read Roman numerals to 1,000.
- ★ Identify all multiples and factors, including finding all factor pairs.
- ★ Use known tables to derive other number facts.
- ★ Recall prime numbers up to 19.
- ★ Recognise and use square numbers and cube numbers.
- ★ Recognise place value 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 2 decimal places to nearest whole number and 1 decimal place.
- ★ Add and 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 mentally whole numbers & decimals by 10, 100 and 1,000.
- ★ Recognise and use thousandths.
- ★ Recognise mixed numbers and improper fractions and convert from one to another.
- ★ Multiply proper fractions and mixed numbers by whole numbers.
- ★ Identify and write equivalent fractions.
- ★ Solve time problems using timetables and converting between different units of time.

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18. Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Mathematics

Year 6

- ★ Use negative numbers in context and calculate intervals across zero.
- ★ Compare and order numbers up to 10,000,000.
- ★ Identify common factors, common multiples and 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 and subtract fractions with different denominators and 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.
- ★ Adding up on-line shopping bills and working out change (mentally), making things, estimating lengths, heights and ordering them, estimating large numbers – *how many people are in the football crowd?*

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation $4 + 3 \times (6+1)$ has a solution of 25, not 43 or 49.

Times Tables

Reciting times tables, finding common factors or making simple conversions will help keep these skills sharp.

Helping your child Succeed

Ways you can help your child succeed

There are lots of ways parents and carers can help children at home, but making sure they regularly complete any homework and hand it in on time is essential.

It would also help if parents and carers could:

- ★ Ensure your child has a calm quiet space to read or complete their work.
- ★ Talk with your child about what they are learning and the homework they have been set.
- ★ Visit the library regularly.

We believe at Halley that one of our most important duties as teachers is to help your children learn to read and most importantly fall in love with reading therefore we ask parents to read with or listen to their children daily to help them to develop their fluency, confidence and grow a passion for reading.

Every minute counts...

Child 'A' reads 1 minute each day	Child 'B' reads 5 minutes each day	Child 'C' reads 20 minutes each day
↓	↓	↓
180 minutes in a school year	900 minutes in a school year	3,600 minutes in a school year
↓	↓	↓
8,000 words	282,000 words	1,800,000 words



Maths in everyday life

There are plenty of opportunities for maths practice as home, from counting objects to playing simple games such as *Snakes and Ladders* for young ones.

Below are some more suggestions you could try at home and talk about the maths whilst:

- ★ cooking and estimating weights;
- ★ looking at travel timetables;
- ★ planning journeys;
- ★ looking at TV schedules.

If parents and carers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.



