Budbrooke Primary School - Core Subject Progression of Skills.

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| **READING** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Decoding/****Phonics**  | * Secure at phase 4.
* Read some common irregular words.
 | * Secure at phase 5.
 | * Secure at phase 6.
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| **Patterns and Rhymes** | * Identify rhymes and alliteration.
* Join in with rhyming patterns.
 | * Identify which words appear again and again.
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| **Comprehension and Understanding** | * Read & understand simple sentences.
* Demonstrate understanding when talking with others about what they have read.
 | * Relate reading to own experiences.
* Re-reads if reading does not make sense.
* Re-tell with considerable accuracy.
* Discuss significance of title & events.
 | * Reads ahead to help with fluency & expression.
* Comments on plot, setting & characters in familiar & unfamiliar stories.
* Recounts main themes & events.
* Comments on structure of the text.
 | * Comments on the way characters relate to one another.
* Knows which words are essential in a sentence to retain meaning.
 | * Give a personal point of view on a text.
* Can re-explain a text with confidence.
 | * 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.
 | * Refers to text to support opinions and predictions.
* Gives a view about choice of vocabulary, structure etc.
* Distinguish between fact & opinion.
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| **Prediction, inference & deduction** | * Make basic predictions.
 | * Make predictions on basis of what has been read.
* Make inferences on basis of what is being said & done.
 |  | * Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions.
 | * Justify inferences with evidence, predicting what might happen from details stated or implied.
 | * Draw inferences and justify with evidence from the text.
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| **Intonation and Expression** |  | * Reads with pace & expression, i.e. pause at full stop; raise voice for question.
 | * Use commas, question marks & exclamation marks to vary expression.
* Read aloud with expression & intonation.
 | * Recognise how commas are used to give more meaning.
 | * Use appropriate voices for characters within a story.
 | * Varies voice for direct or indirect speech.
 | * Appreciates how a set of sentences has been arranged to create maximum effect.
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| **Grammatical Features** | * Identify start and end of a sentence.
 |  | * Recognise:
	+ - speech marks
		- contractions
		- Identify past/present tense.
 | * Recognise:
* plurals
* pronouns and how used
* collective nouns
* adverbs
* Can explain the difference that adjectives and verbs make.
 | * Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
 | * Recognise:
* clauses within sentences
 | * Recognise:
* complex sentences
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| **Research** |  | * Knows difference between fiction and non-fiction texts.
 | * Use content and index to locate information.
 |  | * Skims & scans to locate information and/or answer a question.
 | * Uses more than one source when carrying out research.
* Creates set of notes to summarise what has been read.
 | * Skims and scans to aide note-taking.
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| **WRITING** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Sentence & text structure** | * Write simple sentences which can be read by themselves & others.
* Write own names correctly.
 | * 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.
 | * Write different kinds of sentence: statement, question, exclamation, command.
* Use expanded noun phrases to add description & specification.
* Write using subordination (when, if, that, because).
* Correct & consistent use of present tense & past tense.
* Correct use of verb tenses.
 | * 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 & 3rd person.
* Use perfect form of verbs to mark relationships of time & cause.
 | * Vary sentence structure, using different openers.
* Use adjectival phrases (e.g. biting cold wind).
* Appropriate choice of noun or pronoun.
 | * 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 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.
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| **Punctuation** | * Use capital letters and full stops to demarcate sentences.
 | * Evidence of:
* Capital letters.
* Full stops.
* Question marks.
* Exclamation marks.
* Capital letters for names & personal pronoun ‘I’.
 | * Correct & consistent use of:
* Capital letters.
* Full stops.
* Question marks.
* Exclamation marks.
* Commas in a list.
* Apostrophe (omission).
* Introduction of speech marks.
 | * Correct use of speech marks for direct speech.
 | * Apostrophe for singular & plural possession.
* Comma after fronted adverbial (e.g. Later that day, I heard bad news.).
* Use commas to mark clauses.
 | * Brackets.
* Dashes.
* Commas.
* 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).
 | * 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.
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| **Paragraphing** | * Clearly demarcated sentences *[as introduction to paragraphs].*
 | * Clearly sequenced sentences *[as introduction to paragraphs].*
 | * Write under headings *[as introduction to paragraphs]*.
 | * Group ideas into paragraphs around a theme.
* Write under headings & sub-headings.
 | * Use connectives to link paragraphs.
 | * Consistently organize into paragraphs.
* Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
 | * Wide range of devices to build cohesion within and across paragraphs.
* Use paragraphs to signal change in time, scene, action, mood or person.
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| **Handwriting** | * Correct grip.
* Write name (correct upper & lower case).
* Correct letter formation for familiar words.
 | * Correct formation of lower case – finishing in right place.
* Correct formation of capital letters.
* Correct formation of digits.
 | * Evidence of diagonal & horizontal strokes to join
 | * Legible, joined handwriting.
 | * Legible, joined handwriting of consistent quality.
 | * Legible and fluent style.
 | * Legible, fluent and personal style.
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| **MATHS** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Counting & ordering** | * Count reliably to 20.
* Order numbers 1 – 20.
 | * Count to & across 100, forwards & backwards from any number.
 | * Compare & order numbers up to 100.
 | * Compare & order numbers up to 1000.
 | * Count backwards through zero to include negative numbers.
* Compare & order numbers beyond 1000.
* Compare & order numbers with 2 decimal places.
* Read Roman numerals to 100.
 | * Count forwards & backward with positive & negative numbers through zero.
* Count forwards/backwards in steps of powers of 10 for any given number up to 1000000.
* Compare & order numbers with 3 decimal places.
* Read Roman numerals to 1000.
 | * Compare & order numbers up to 10000000.
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| **Numbers &****more/less**  | * Say 1 more/1 less to 20.
 | * Read & write numbers to 20 in digits & words.
* Read & write numbers to 100 in digits.
* Say 1 more/1 less to 100
 | * Read & write all numbers to 100 in digits & words.
* Say 10 more/less than any number to 100.
 | * Read & write all numbers to 1000 in digits & words.
* Find 10 or 100 more/less than a given number.
 | * Find 1000 more/less than a given number.
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| **Tables & multiples** |  | * Count in multiples of 1, 2, 5 & 10.
 | * Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
* Recall & use multiplication & division facts for 2, 5 & 10 tables.
 | * Count from 0 in multiples of 4, 8, 50 & 100.
* Recall & use multiplication & division facts for 3, 4, 8 tables.
 | * Count in multiples of 6, 7, 9, 25 & 1000.
* Recall & use multiplication & division facts all tables to 12x12.
 | * Identify all multiples & factors, including finding all factor pairs.
* Use known tables to derive other number facts.
 | * Identify common factors, common multiples & prime numbers.
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| **Bonds & Facts** |  | * Know bonds to 10 by heart.
* Use bonds & subtraction facts to 20.
 | * Recall & use +/- facts to 20.
* Derive & use related facts to 100.
 |  |  | * Recall prime numbers up to 19.
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| **Place value & rounding** |  |  | * Recognise PV of any 2-digit number.
 | * Recognise PV of any 3-digit number.
 | * Recognise PV of any 4-digit number.
* Round any number to the nearest 10, 100 or 1000.
* Round decimals with 1dp to nearest whole number.
 | * Recognise PV of any number up to 1000000.
* Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000.
* Round decimals with 2dp to nearest whole number & 1dp.
 | * Round any whole number to a required degree of accuracy.
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| **Calculations**+/- | * Add & subtract two single digit numbers.
 | * Add & subtract:
* 1 digit & 2 digit numbers to 20, including zero.
* Add any three 1-digit numbers with a total up to 20.
 | * Add & subtract:
* 2-digit nos & ones
* 2-digit nos & tens
* Two 2-digit nos
* Three 1-digit nos
* Recognise & use inverse.
 | * Add & subtract:
* 3-digit nos & ones
* 3-digit nos & tens
* 3-digit nos & hundreds
* Add & subtract:
* Numbers with up to 3-digits using efficient written method (column).
* Use inverse to check.
 | * Add & subtract:
* Numbers with up to 4-digits using efficient written method (column).
* Numbers with up to 1dp.
 | * Add & subtract:
* Numbers with more than 4-digits using efficient written method (column).
* Numbers with up to 2dp.
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| **Calculations**x/÷ |  | * Solve simple multiplication & division with apparatus & arrays.
 | * Calculate & write multiplication & division calculations using multiplication tables.
* Recognise & use inverse.
 | * Multiply:
* 2-digit by 1-digit
 | * Multiply:
* 2-digit by 1-digit
* 3-digit by 1-digit
* Divide:
* 3-digit by 1-digit
 | * Multiply:
* 4-digits by 1-digit/ 2-digit
* Divide:
* 4-digits by 1-digit
* Multiply & divide:
* Whole numbers & decimals by 10, 100 & 1000
 | * Multiply:
* 4-digit by 2-digit
* Divide:
* 4-digit by 2-digit
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| **Fractions & percentages** |  | * Recognise half and quarter of object, shape or quantity.
 | * Recognise, find, name & write 1/3; 1/4; 2/4; 3/4.
* Recognise equivalence of simple fractions.
 | * Count up/down in tenths.
* Compare & order fractions with same denominator.
* +/- fractions with same denominator with whole.
* Know pairs of fractions that total 1.
 | * Count up/down in hundredths.
* Write equivalent fractions
* +/- fractions with same denominator.
 | * Count up/down in thousandths.
* Recognise mixed numbers & fractions & convert from one to another.
* Multiply proper fractions by whole numbers.
 | * 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.
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| **Time** |  | * Sequence events in order.
* Use language of day, week, month and year.
* Tell time to hour & half past.
 | * Tell time to five minutes, including quarter past/to.
 | * Tell time using 12 and 24 hour clocks; and using roman numerals.
* Tell time to nearest minute.
* Know number of days in each month.
 | * Read, write & convert time between analogue & digital 12 & 24 hour clocks.
 | * Solve time problems using timetables and converting between different units of time.
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