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. |  |  |  |  |
| **Patterns and Rhymes** | * Identify rhymes and alliteration. * Join in with rhyming patterns. | * Identify which words appear again and again. |  |  |  |  |  |
| **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. |
| **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. |  |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |  |  |
| **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. |
| **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. |  |
| **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. |
| **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. |  |
| **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 |
| **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. |
| **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. |  |