

End of Year Expectations

Assessment Framework for Writing	
Pupil can write for a range of purposes.	
Pupil can organise their writing into paragraphs sometimes correctly.	
Pupil can describe settings and characters using expanded noun phrases.	
Pupil can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. e.g., but, or, and, so
	Subordinating conjunctions. e.g., although, after, as, when, if, that, even though, because, until, unless, since
	Adverbials. e.g., include when and where the verb happened. As the clock struck midnight, the shadow moved across the graveyard.
	Pronouns to avoid repetition. e.g., Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.
Pupil can use tenses correctly and consistently.	
Pupil can use a range of punctuation mostly correctly:	Full stops and capital letters.
	Question marks and exclamation marks.
	Commas in a list.
	Apostrophes for contractions.
	Inverted commas.
	Apostrophes for possession.
	Commas for clauses.
	Commas for fronted adverbials.
<p>Pupil can spell some words from the Year 3/4 spelling list:</p> <p><i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably,</i></p>	

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promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Pupil can use a dictionary to check the spelling of uncommon or more ambitious words.

Pupil can write neatly and legibly.

Top tips for writing at home:

Encouraging children to hone their writing skills can be both a fun and educational endeavour. Here are some great tips to inspire your children, ensuring they do not only know how to practice writing skills at home but also find joy and satisfaction in the process.

- **Start writing early:** Encourage all forms of writing from a young age. It's okay if stories don't get finished – the key is regular practice and creativity. If your child is struggling to start writing, suggest some creative ways they can start – do they want a new toy? Suggest they write a short paragraph on why they want it and how it's going to bring them joy!
- **Foster a love for reading:** Share books together. [Reading for pleasure](#) can spark your child's imagination and show them the value of stories.
- **Write about what you know:** If creating characters is proving to be challenging, suggest writing about familiar people or even their favourite characters from media. It's a great place to start and practice writing skills, as well as storytelling!
- **Praise generously:** Celebrate every achievement, big or small. Tailor your encouragement to their individual efforts and progress. Which brings us to the next step!
- **Use rewards effectively:** Clearly define rewards for their writing efforts. This can help motivate them to concentrate and do their best.
- **Keep writing sessions short:** Aim for brief, frequent writing activities. Knowing there's a set time can motivate them to focus and engage more with their writing, encouraging them to practice their writing skills effectively, perhaps focusing on an element they struggle with.

What can you do?

Write a book or film review

Why not try writing a review of a great book, film or TV programme you have read/watched together recently? Learning to write in lots of different formats and styles will put them in good stead for school.

Describe a picture in words

The wonderful thing about this activity is that there are so many resources you can use that are lying around the house! Whether it's a photo of family members, a picture in a magazine or a

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painting on the wall – ask your child to describe it in words. They could even write a story based on the image.

Describe everyday objects

Point to objects around the house and experiment by getting them to describe them as creatively as possible. This can be great practice for using alliteration, metaphors and similes.

Write a diary or journal

Writing a personal diary not only helps to get children into the habit of writing, but is also a great way of letting out emotions and making sense of their world. The act of writing down their thoughts, feelings and observations each day could help them get more comfortable with writing and connect them with their own ideas.

Create an instruction manual

Maybe it's working the TV or giving instructions on how to bake a cake – mix up their writing practice with different formats.

Pick a word of the week

As a family, choose a word to focus on each week. Then everyone can have a go with using it in their writing in increasingly creative ways. The more peculiar the word – the funnier this activity can be!

Write a poem, song or a play

For little creatives, or for children who view writing as 'boring', writing practice can be disguised in the form of creating a poem, song or play. The motivation can be performing their piece once it's finished!

Write letters

Letter writing is an important skill. If they are passionate about a social issue, you could encourage them to write a powerful letter to their MP. Or you could try setting them up with a pen pal in another country for a culture exchange. If that's out of reach, writing letters to friends, family or even imaginary strangers works too.

Write together

Why not try writing a story together – one paragraph at a time. This can also be a fun game for them to play with friends, especially when the story escalates into a wild and wacky adventure! Think the consequences game but with writing instead of pictures.

Everyday writing

Task your child with being your 'writer' for the day. Be it shopping lists, reminders or emails – giving them a sense of responsibility can help to motivate them to write.

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Assessment Framework for Maths
Number and Place Value
Pupil can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Pupil can recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).
Pupil can compare and order numbers up to 1,000.
Pupil can identify, represent and estimate numbers using different representations.
Pupil can read and write numbers up to 1,000 in numerals and in words.
Pupil can solve number problems and practical problems involving these ideas.
Addition and Subtraction
Pupil can add and subtract numbers mentally including: a three-digit number and 1s, a three-digit number and 10s and a three-digit number and 100s.
Pupil can add numbers with up to 3 digits, using the formal written method of columnar addition
Pupil can subtract numbers with up to 3 digits, using the formal written method of columnar subtraction.
Pupil can estimate the answer to a calculation and use inverse operations to check answers.
Pupil can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Multiplication and Division
Pupil can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (within 6 seconds).
Pupil can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers x one-digit numbers, using mental and progressing to formal written methods.
Pupil can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems.
Fractions
Pupil can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
Pupil can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Pupil can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Pupil can recognise and show, using diagrams, equivalent fractions with small denominators.
Pupil can add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{10} + \frac{3}{10} = \frac{4}{10}$].
Pupil can compare and order unit fractions, and fractions with the same denominators.
Pupil can solve problems that involve all of the above.
Measurement
Pupil can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Pupil can measure the perimeter of simple 2-D shapes.
Pupil can add and subtract amounts of money to give change, using both £ and p in practical contexts.

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In practical contexts, pupil can measure the perimeter of simple 2-D shapes. Measurement I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
Pupil can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
Pupil can know the number of seconds in a minute and the number of days in each month, year and leap year.
Pupil can compare durations of events for example, to calculate the time taken by particular events or tasks.
Geometry: Properties of Shapes
Pupil can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
Pupil can recognise angles as a property of shape or a description of a turn.
Pupil can identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.
Pupil can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics
Pupil can interpret and present data using bar charts, pictograms and tables.
Pupil can solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Top tips for maths at home:

Regular practice of key facts can make all the difference. Here is a bank of quick-fire recall games that can be played to support children's mental fluency.

Rock, paper...product (multiply) - This game is a little like rock, paper, scissors. Two or three can play and each person starts with both hands behind their back. Take it in turns to chant "one, two, show." On the word "show," everyone shows their hands, holding up between 1 and 10 fingers. The first person to say the product wins a point.

Fizz buzz - Choose a multiplication table to focus on. Count from one, taking it in turns, then say fizz when you come across a multiple of your chosen number (e.g. for 5x table – 1,2,3,4, fizz,6,7,8,9 fizz...) Then add another multiple, e.g. 3x for which you say buzz. (1, 2, buzz, 4, fizz, buzz, 7, 8, buzz, fizz...)

What's my number/shape? - This is a great game for practising maths vocabulary. Choose a number or shape and make a list of 5 clues for a partner who must guess the number or shape.

Number of the day - Choose a number then ask some questions about it. What is 100 more than your number? What is the value of the hundreds? How many to the next multiple of 10? What's the number rounded to the nearest 100?

Bingo - List 6 numbers from a chosen times table(s). The parent calls out multiplication questions and the child checks to see if they have the answer. This can be easily updated for addition/subtraction/division as well.

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Memory - Using a pack of playing cards, choose two cards at random. Multiply them together. Try picking 3 cards to multiply. Or select 8 cards and quickly add them up. Start at 100, pick a card and subtract it then pick another and subtract that too.

How much is your name worth? - Give each letter of the alphabet a value e.g. A=1p, B=2p, all the way to Z=26p. Then work out the value of your name so MIKE would be $13p+9p+11p+5p=38p$. Who has the most expensive name? How much more? Which celebrity has the most expensive name? What is the longest name you could buy for £1? Is there a name worth exactly £1?

All about measures - Match different units of measures e.g. grams to kilograms and millimetres to centimetres. Measure the items around the house. Discuss and compare the measurements on food labels. What different units of measures can you find?

Telling the time - What is the time on the clock? How many minutes until the next hour? Can you tell the time on digital and analogue? Match 12hr and 24hr clocks. Read and discuss timetables. Create your own time problems e.g. I had breakfast at 7:25am and a snack 3 hours and 15 minutes later. What time did I have my snack?

Using Times Table Rockstars - This online game can be used to promote fluency with times tables. Children have a login and can earn a different rock status.

MyMaths - Your child will be given a log in for [MyMaths.co.uk](https://www.mymaths.co.uk) and weekly maths homework will be set on there that links to their learning in class

Online Games - There are a variety of online games and apps that children can play to help with their Maths facts. Links to these can be found on our school website.

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Reading

I can usually read fluently and am growing more aware of punctuation in longer sentences.	
I am beginning to apply my growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words I meet. <i>Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</i>	
I can explore potential meanings of more ambitious vocabulary when read in context.	
I can confidently read all KS1 high frequency words on sight and am starting to read most year 3/4 exception words with more confidence.	
I can develop a positive attitude to reading and understanding what I have read by:	reading using different sounds and self-checking that it makes sense.
	reading a wider range of books and participating in discussions about them.
	using appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.
I can understand what I have read, in books I can read independently, by:	predicting what might happen next from details stated.
	drawing simple inference related to characters' feelings.
I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary.	

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Tips for reading at home:

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages. It can be any sort of book that they enjoy from graphic novels to chapter books or blogs! it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

Go to the library for a fun place to pick books from – Ash Library has a wide variety of books and interactive games. If they don't have a book your child wants you can order them in free from other libraries.

Show them that you're a reader too – talk about things you've read and why you've enjoyed them. Talk about different times that you might need to read (cooking, directions, instructions). You could use what you've read to show how it works in real life: For example. Try cooking a recipe you've read together. Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

If you want to help their comprehension along here are some useful questions you can ask as they read:

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it? * Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What happened in the story? *
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

If your child finds a word difficult:

Ask them to sound the word out to break it down to help

Ask them to read the rest of the sentence. Can they work out the word? Я

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Can they see any root words, prefixes or suffixes that will help them understand the word and its meaning?

Correcting mistakes:

Can your child see any familiar words within the word?

If the mistake makes sense, let your child continue until the end of the sentence and go back and ask your child "What word is that?"

If the mistake does not make sense, allow your child to self-correct and then re-read what has been read and ask, "Does that make sense?"

Finally, if the meaning is not clear, look at the word and find similar sounds such as 's' at the beginning and 'ing' at the end.

Multiplication Square

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

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Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women