**Assessment criteria for Maths**

| **Learning Objective** | **Key Milestone indicators** | |
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| To know and use numbers | Counting | * Count in multiples of 2 to 9, 25, 50, 100 and 1000. * Find 1000 more or less than a given number. * Count backwards through zero to include negative numbers. |
| Representing | * Identify, represent and estimate numbers using different representations. * Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. |
| Comparing | Order and compare numbers beyond 1000. |
| Place value | * Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). * Round any number to the nearest 10, 100 or 1000. |
| Solving problems | Solve number and practical problems with increasingly large positive numbers. |
| To add and subtract | Checking | Estimate and use inverse operations to check answers to a calculation. |
| Using Number Facts | Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. |
| Complexity | Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. |
| Methods | * Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. * Add and subtract numbers mentally, including:   - A three-digit number and ones  - A three-digit number and tens  - A three-digit number and hundreds |
| To multiply and divide | Methods | * Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. * Use place value, and known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. * Recognise and use factor pairs in mental calculations. |
| Checking | Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. |
| Complexity | Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems (such as *n* objects are connected to *m* objects). |
| Using multiplication and division facts | Recall multiplication and division facts for multiplication tables up to 12 × 12. |
| To use fractions | Solving  problems | * Add and subtract fractions with the same denominator within one whole. * Solve problems involving increasingly harder fractions. * Add and subtract fractions with the same denominator. * Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. * Solve simple measure and money problems involving fractions and decimals to two decimal places. |
| Recognising  fractions | * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Round decimals with one decimal place to the nearest whole number. * Compare numbers with the same number of decimal places up to two decimal places. * Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10. * Count up and down in hundredths; recognise that hundredths arise from dividing an object by 100 and dividing tenths by 10. * Compare and order unit fractions and fractions with the same denominators. |
| Equivalence | * Recognise and show, using diagrams, families of common equivalent fractions. * Recognise the equivalence of 2/4 and 1/2.Recognise and write decimal equivalents of any number of tenths or hundredths. * Recognise and write decimal equivalents to 1/4, 1/2, 3/4. |
| To understand the  properties of  shapes | * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. * Recognise angles as a property of shape or a description of a turn. * Identify right angles; recognise that two right angles make a half turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater than or less than a right angle. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. * Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. * Identify acute and obtuse angles and compare and order angles up to two right angles by size. * Identify lines of symmetry in 2-D shapes presented in different orientations. * Complete a simple symmetric figure with respect to a specific line of symmetry. | |
| To describe  position, direction  and movement | * Recognise angles as a property of shape and as an amount of rotation. * Identify angles that are greater than a right angle. * Describe positions on a 2-D grid as coordinates in the first quadrant. * Describe movements between positions as translations of a given unit to the left/right and up/down. * Plot specified points and draw sides to complete a given polygon. | |
| To use measures | * Measure, compare, add and subtract: lengths/heights (m/cm/mm); mass/weight (kg/g); volume/capacity (l/ml). * Measure the perimeter of simple 2-D shapes. * Add and subtract amounts of money to give change (£ and p). * Read, write and convert time between analogue and digital 12- and 24-hour clocks, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. * Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary. * Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events. * Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. * Convert between different units of measure. (e.g. kilometre to metre, hour to minute). * Measure and calculate the area and perimeter of a rectilinear figure (including squares) in centimetres and metres. * Estimate, compare and calculate different measures, including money in pounds and pence. * Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. | |
| To use statistics | * Interpret and present data using bar charts, pictograms and tables. * Solve one-step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables. * Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. * Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | |
| To use algebra | Solve addition and subtraction, multiplication and division problems that involve missing numbers. | |

**Assessment criteria for Reading**

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| **Learning Objective** | **Key Milestone indicators** |
| To read words accurately | * Apply a growing knowledge of root words, prefixes and suffixes. * Read further exception words, noting the spellings. |
| To understand texts | * Draw inferences from reading. * Recall and summarise main ideas. * Discuss words and phrases that capture the imagination. * Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. * Prepare poems and plays to read aloud with expression, volume, tone and intonation. * Identify recurring themes and elements of different stories. * Recognise some different forms of poetry. * Explain and discuss understanding of reading, maintaining focus on the topic. * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predict what might happen from details stated and implied. * Identify main ideas drawn from more than one paragraph and summarise these. * Identify how language, structure and presentation contribute to meaning. * Ask questions to improve understanding of a text. * Check that the text makes sense, discussing understanding and explaining meaning of words in context. |

**Assessment criteria for Writing**

**Composition**

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| **Learning Objective** | **Key Milestone indicators** |
| To write with  purpose | * Use the main features of a type of writing (identified in reading). * Use techniques used by authors to create characters and settings. |
| To use imaginative  description | * Create characters, settings and plots. * Use alliteration effectively. * Use similes effectively. * Use a range of descriptive phrases including some collective nouns. |
| To organise writing  appropriately | * Use organisational devices such as headings and subheadings. * Use the perfect form of verbs to mark relationships of time and cause.   **For example:**  • **present perfect:** she has arrived.  • **past perfect:** By the time we arrived at the party, it had ended.  • **future perfect:** By the time we arrive the party will have ended.   * Use connectives that signal time, shift attention, inject suspense and shift the setting. |
| To use paragraphs | • Organise paragraphs around a theme.  • Sequence paragraphs. |
| To use sentences  appropriately | * Use a mixture of simple, compound and complex sentences. * Write sentences that include:   • conjunctions  • adverbs  • direct speech, punctuated correctly  • clauses  • adverbial phrases. |

**Transcription**

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| **Learning Objective** | **Key Milestone indicators** |
| To present neatly | * Join letters, deciding which letters are best left un-joined. * Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. |
| To spell correctly | * Use prefixes and suffixes, and understand how to add them. * Spell homophones correctly. * Spell correctly often misspelled words. * Place the possessive apostrophe in words with regular and irregular plurals. |
| To punctuate accurately | * Use commas after fronted adverbials. * Use and punctuate direct speech. |

**Analysis and Presentation**

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| **Learning Objective** | **Key Milestone indicators** |
| To analyse writing | * Use and understand grammatical terminology when discussing reading and writing:   Year 3: word family, conduction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clause  Year 4: pronoun, possessive pronoun, adverbial. |
| To present writing | Read aloud to a group or whole class, using appropriate intonation. |