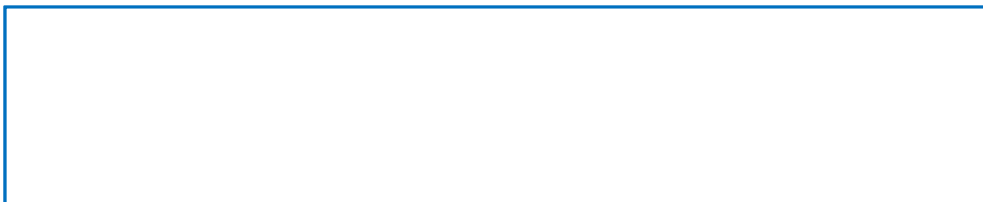




Symphony On-Track

Individual Pupil Assessment Booklet



Guide to using Symphony On-Track

Meeting the Expected Standard (EXS)

Teachers use the descriptors to measure the extent to which pupils are 'on track' to achieve the end of year expected standard.

Working Towards the Standard (WTS)

If pupils are not judged to be securely reaching the expected standard by the end of the year, they are working towards the expected standard (WTS). They should look to previous year group(s) expected standards and the National Curriculum to plan appropriate learning for these pupils. The Symphony Learning Framework also provides guidance for meeting the needs of pupils working below their own year group expectations.

Working at Greater Depth (GDS)

If pupils are judged to be secure at the expected standard (have achieved all end of year expectations) and they have secured the majority of the following year group descriptors, they can be defined as working at Greater Depth or Mastery (GDS). The Symphony Learning Framework provides guidance for meeting the needs of pupils working beyond their own year group expectations.

Practicalities of using Symphony On-Track

- It is entirely reasonable to judge a child as at the expected standard (EXS) as long as they have secured at least 80% of the descriptors, especially as, for example, children do not need to get every mark in the KS2 SATs papers to be judged as expected; therefore, the same should be true of Teacher Assessments. A small number of recognised special considerations, such as a pupil having dyslexia, should not be used as a limiting factor in assessing a child as EXS.
- At the end of the year (i.e. summer assessment), teachers should highlight the EXS statements for each child (the vast majority will be on their current year group page but for WTS / GDS pupils, different year groups will be highlighted). Teachers may wish to highlight descriptors achieved as the year progresses but an end of year highlighted sheet/s should be completed for transition to the next year group.
- It is however essential for teachers to be aware of 'gaps' in highlighted statements for a pupil, as these will need to be achieved by pupils before the next equivalent EXS descriptor is highlighted.

Teacher(s)	Child's Name	Yr Group	End of previous year			
			EYFS Emerging Expected Exceeding	Reading	Writing	Number
		Pre Y1				

For pupils not meeting Year 1 Standards

Reading	Writing	Maths
<p>The Pupil Can</p> <p>Phonics</p> <ul style="list-style-type: none"> Continue a rhyming string Segment the sounds in simple words and blend them together Show which letters represent some of the sounds Hear and say the initial sound in words Begin to decode phase 2 CVC words and simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Begin to decode words and simple sentences with phonics phase 2 / 3 Hear and say the final sounds in words Hear and say other sounds within words <p>Reading</p> <ul style="list-style-type: none"> Listen to stories with increasing attention and recall Describe main story settings, events and principal characters Show that print carries meaning and, in English, is read from left to right and top to bottom Enjoy an increasing range of books Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Show that information can be retrieved from books and computers Listen to stories accurately, anticipating key events Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions and actions Read and understand simple sentences using Phase 3/4 phonemes and tricky words Demonstrate understanding when talking with others about what they have read Answer 'how' and 'why' questions about their experiences and in response to stories and events Read some common irregular words phase 2/3 	<p>The Pupil Can</p> <p>Writing (including use of Phonics)</p> <ul style="list-style-type: none"> Sometimes give meaning to marks they draw, paint and write Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Can segment the sounds in simple words and blend them together to write VC, CVC, CCVC and CVCC words Write their own name and other things such as labels and captions Sometimes use awareness of finger spaces Attempt to write short sentences in meaningful contexts Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words from Phase 2/3 phonics. Say out loud what they are going to write about Write a simple 3-word sentence told by adult e.g. It is red Write simple sentences and phrases which can be read by themselves and others Sometimes use a capital letter for start of a sentence Sometimes use a full stop at the end of a sentence <p>Handwriting</p> <ul style="list-style-type: none"> Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Hold a pencil near point between first two fingers and thumb and use it with good control Use a pencil and holds it effectively to form recognisable letters, some of which are correctly formed 	<p>The Pupil Can</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> Can place 0-20 in order and say which number one more or one less than a given number up to 20 Count to and cross 20, forwards and backwards beginning with 0 or 1 from any given number (exceeding) Accurately count 1:1 objects to 10 and beyond Count in 2s and 10s Write numerals to 20 with some reversal. begin to record a number sentence with correct symbols Recognise odd and even numbers <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Using quantities and objects add and subtract two single-digit numbers and count on or back to find the answer Beginning to have an awareness of the addition and subtraction sign In practical situations, begin to know their addition number facts to 10 In practical activities and discussion, use the vocabulary involved in adding and subtracting (add, take away) <p>Multiplication, Division & Fractions</p> <ul style="list-style-type: none"> In practical situations they solve problems, including doubling, halving and sharing <p>Measurement</p> <ul style="list-style-type: none"> Uses everyday language related to time Orders two or three items by length or height Uses familiar objects and common shapes to create and recreate patterns and build models Orders two items by weight or capacity Uses everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems Use the vocabulary related to money e.g. coin, penny, pence, pound, total, cost, change <p>Properties of Shape</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes (including cube, cuboid, sphere, cylinder, cone, pyramid) and 'flat' 2D shapes (including circle, triangle, square, oblong, oval) and mathematical terms to describe shapes Selects a particular named shape <p>Position & Direction</p> <ul style="list-style-type: none"> Uses everyday language to talk about position and distance (near, far, in front, on top, next to, under...)

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations and the majority of the following year (Yr1)

TERMLY TRACKING

Actual Termly **Standardised Scores**

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year			
			EYFS Emerging Expected Exceeding	Reading	Writing	Number
		1				

End of Year Expected Standard (the child must have secured all EYFS ELGs in related subjects)

Reading	Writing	Maths
<p><i>By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> • read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first • Read common exception words (eg you, could, many or people) securely, easily and automatically • read words with suffixes with support to build on the root words that can be read already; • retell some familiar stories that have been read and discussed with them or that they have acted out; • listen to stories, poems and non-fiction that cannot yet be read independently; • understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction; and • take part in a discussion, considering the opinions of others, with support. • Predict what might happen on the basis of what has been read so far • Can answer simple questions/find information in response to a direct, literal question 	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> • write sentences in order to create short narratives and non-fiction texts. • use some features of different text types (although these may not be consistent). • reread their writing to check that it makes sense and make suggested changes. • use adjectives to describe. • use repetition for description e.g. a lean cat, a mean cat. A green dragon, a fiery dragon. • use similes using 'as' e.g. as tall as a house, as red as an apple. • use simple sentence structures e.g. I played in the playground at lunchtime. • use joining words (conjunctions) 'and', 'but' or 'so' to link ideas and sentences and to form compound sentences e.g. The children played on the swings and slid down the slide. • Has an awareness of: <ul style="list-style-type: none"> ○ capital letters for names, places, the days of the week and the personal pronoun 'I' ○ finger spaces ○ full stops to end sentences ○ capital letters to start sentences ○ question marks ○ exclamation marks • spell most words containing previously taught phonemes and GPCs accurately. • Begin to spell most Y1 common exception words and days of the week accurately (from English Appendix 1). • use -s and -es to form regular plurals correctly (e.g. dogs, churches) and third person singular marker for verbs e.g. thanks, mixes, goes • use the prefix 'un'. • add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). • Name letters of alphabet in order • Write from memory, simple sentences dictated by the teacher e.g. words using GPCs, CEW taught so far • write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. 	<p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals • count in twos, fives and tens from 0 and use this to solve problems • given a number, identify one more and one less • partition a two-digit number into tens and ones to demonstrate an understanding of place value (they may use structured resources to support them) • compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights [for example, long / short, longer / shorter, tall / short, double / half] • mass or weight [for example, heavy / light, heavier than, lighter than] • capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] • know the value of different coins <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ • add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$) • recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) <p>Reasoning (x) and Time</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). • describe position, direction and movement, including whole, half, quarter and three-quarter turns

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations (Yr1) and the majority of the following year (Yr2)

Secure fit judgements for EXS (at the expected standard) as long as they have secured **at least 80%** of the descriptors.

TERMLY TRACKING

Actual Termly Standardised Scores

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year		
			Reading	Writing	Maths
		2	Teacher Assessment WTS, EXS, GDS		
			Standardised Score		

End of Year Expected Standard (the child must achieve all standards from Year 1 and Y2 WTS standards for writing)??

Reading	Writing	Maths
<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> read accurately most words of two or more syllables read most words containing common suffixes* read most common exception words* <p><u>In age-appropriate books</u></p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words sound out most unfamiliar words accurately, without undue hesitation. <p><u>In a book that they can already read fluently</u></p> <ul style="list-style-type: none"> check it makes sense to them, correcting any inaccurate reading answer questions and make some inferences explain what has happened so far in what they have read. <p>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (at least beginning to join) use spacing between words that reflects the size of the letters. * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. <p><u>Symphony On-Track but not on TAFs</u></p> <ul style="list-style-type: none"> Begin to use Apostrophes for contraction and possession Show Distinction between homophones/near homophones Add suffixes Use commas Write simple sentences dictated by the teacher including GPCs, CEWs and punctuation taught so far <p><i>refer also to NC Composition and Appendix 1 (spelling) and 2 (Grammar & Punctuation)</i></p>	<p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus read scales in divisions of ones, twos, fives and tens use different coins to make the same amount <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 - 17) recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14) <p>Reasoning (x ÷) and Time</p> <ul style="list-style-type: none"> recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary read the time on a clock to the nearest 15 minutes <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

On track to achieve WTS, EXS or GDS at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations (Yr2) and the majority of the following year (Yr3) and meeting Y2TAF GDS standards for writing

Secure fit judgements for EXS (at the expected standard) based upon latest DfE moderation guidance

TERMLY TRACKING

Actual Termly Standardised Scores

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year		
			Reading	Writing	Maths
		3	End of KS1 Outcome WTS, EXS, GDS		
			Standardised Score		

End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p><i>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> • read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • decode most new words outside the spoken vocabulary; • read longer words with support and test out different pronunciations; • recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales; • listen attentively and discuss books and authors that they might not choose themselves; • read, reread and rehearse a variety of texts; • use contents pages and indexes to locate information • identify the language features of some different text types. • begin to predict what will happen and why events and actions have happened using evidence from the text • comment on the author's choice of the words and phrases to create mood and build up tension or paint a picture. 	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> • demonstrate an increasing understanding of purpose and audience. • begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • proof-read their own and others' work to check for errors with increasing accuracy, and make improvements. • make deliberate ambitious word choices to add detail. • begin to create settings, characters and plot in narratives. • begin to organise their writing into paragraphs around a theme. • maintain the correct tense (including present perfect tense) throughout a piece of writing. • Begin to use a relative clause correctly in a sentence using who, whom, which, whose or that. • use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list, apostrophes. • begin to use inverted commas in direct speech. • begin to use subordinate clauses in sentences e.g. although, until, because, before, whereas, since • begin to use conjunctions (finally, meanwhile, after that, just then, later) adverbs (immediately, eventually, constantly, occasionally) and prepositions (above the clouds, in the distance, over there, somewhere near here, under my bed, down by the ...) to show time, place and cause. • use 'a' or 'an' correctly most of the time. • begin to show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. • spell many words with suffixes correctly, e.g. usually, poisonous, adoration. • begin to spell homophones correctly, e.g. which and witch. • spell some of the Year 3 and 4 statutory spelling words correctly. • use a neat, joined handwriting style with increasing accuracy. 	<p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; • find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • interpret and present data using bar charts, pictograms and tables <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • measure, compare, add and subtract: <ul style="list-style-type: none"> • lengths (m / cm / mm); mass (kg / g) • volume / capacity (l / ml) • add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Reasoning (x ÷) and Time</p> <ul style="list-style-type: none"> • write and calculate mathematical statements for multiplication and division using the multiplication tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; • identify whether angles are greater than or less than a right angle

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations (Yr3) and the majority of the following year (Yr4)

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.

TERMLY TRACKING

Actual Termly Standardised Scores

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year		
			Reading	Writing	Maths
		4	Teacher Assessment WTS, EXS, GDS		
			Standardised Score		
			End of KS1 Outcome		

End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; prepare readings with appropriate intonation to show their understanding; summarise and present a familiar story in their own words; read silently and then discuss what they have read; attempt to match what they de-code towards they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation 'tetchnical' might not sound familiar but 'teknical' should; discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions use developed strategies to choose and read a wider range of books including authors that they may not have previously chosen understand, in non-fiction, what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes <p>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p>	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). write narratives with a clear beginning, build up, problem, resolution and ending, with a coherent plot. proof read with increasing confidence and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. create more detailed settings, characters and plot in narratives to engage the reader. consistently organise their writing into paragraphs around a theme. maintain an accurate tense throughout most pieces of writing. use relative e.g. whom, which, who, that, whose and subordinate clauses (sometimes in varied positions) e.g. although, until, because, before, whereas, since use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, commas in a list and in relative clauses, inverted commas, apostrophes use all the necessary punctuation in direct speech most accurately (including in relative clauses). use apostrophes for singular and plural possession within most pieces of work. expand noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. begin to use modal verbs in sentences e.g. could, should, must, would use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. spell words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. spell words with suffixes correctly, e.g. usually, poisonous, adoration. spell homophones correctly, e.g. which and witch. spell the Year 3 and 4 statutory spelling words correctly. consistently use a neat, joined handwriting style. 	<p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Round decimals with one decimal place to the nearest whole number <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why estimate and use inverse operations to check answers to a calculation Solve simple measure and money problems involving fractions and decimals to two decimal places solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs add and subtract fractions with the same denominator <p>Reasoning (x ÷) and Time</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12 multiply two-digit and three-digit numbers by a one-digit number using formal written layout convert between different units of measure [for example, kilometre to metre, hour to minute] read, write and convert time between analogue and digital 12- and 24-hour clocks <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in 2-D shapes presented in different orientations plot specified points and draw sides to complete a given polygon

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations (Yr4) and the majority of the following year (Yr5)

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.

TERMLY TRACKING

Actual Termly Standardised Scores

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year		
			Reading	Writing	Maths
		5	Teacher Assessment WTS, EXS, GDS		
			Standardised Score		
			End of KS1 Outcome		

End of Year Expected Standard (the child must achieve all standards from the previous years)

Reading	Writing	Maths
<p><i>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension; recognise themes in what is read, such as loss or heroism; and compare characters, settings, themes and other aspects of what is read. understand the conventions of different types of writing such as those of the first person in writing diaries and autobiographies. understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect. In reading non-fiction, knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently refer to the text to support predictions and opinion (e.g. summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views) skim and scan non-fiction texts at speed for research 	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. describe settings, characters and atmosphere to consciously engage the reader. use dialogue to convey a character and advance the action with increasing confidence. select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. create paragraphs that are suitably linked. proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. use the full range of punctuation from previous year groups e.g. exclamation marks, question marks, full stops, commas in a list, commas to demarcate clauses, colons introduce a list, ellipsis. use brackets, dashes or commas to begin to indicate parenthesis and use commas to clarify meaning or avoid ambiguity (word, phrase or sentence has more than one meaning) use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. use a range of clause structures including, relative and subordinate clauses with a full range of conjunctions. select most nouns or pronouns appropriately to aid cohesion and avoid repetition. elaborate sentences using: <ul style="list-style-type: none"> Adverbial phrases; e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. 'Ed' and 'ing' dropped-in clauses e.g. Poor Tim, exhausted by so much effort, ran back home. Reshape sentences- lengthening or shortening sentences for meaning. Move sentence chunks (how, when, where) around for different effects e.g. The siren echoed... through the lonely streets... at midnight... Use stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief. Use empty words e.g. someone, somewhere was out to get him! use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. spell many complex homophones correctly, e.g. affect/effect, practice/practise. spell many words correctly from the Y5/6 statutory spelling list. write with joined and legible handwriting that is fluent and with increasing speed. 	<p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 compare and order fractions whose denominators are all multiples of the same number read, write, order and compare numbers with up to three decimal places recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25 <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> add and subtract numbers mentally with increasingly large numbers solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why add and subtract fractions with the same denominator, and denominators that are multiples of the same number <p>Reasoning (x ÷) and Time</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates complete, read and interpret information in tables (including timetables) multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> draw given angles, and measure them in degrees (°) distinguish between regular and irregular polygons based on reasoning about equal sides and angles measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations (Yr5) and the majority of the following year (Yr6)

Secure fit judgements for EXS (at the expected standard) as long as they have secured at least 80% of the descriptors.

TERMLY TRACKING

Actual Termly Standardised Scores

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									

Teacher(s)	Child's Name	Yr Group	End of previous year		
			Reading	Writing	Maths
		6	Teacher Assessment WTS, EXS, GDS		
			Standardised Score		
			End of KS1 Outcome		

End of Year Expected Standard (the child must achieve all standards from the previous years and Y6 WTS standards for writing)

Reading	Writing	Maths
<p>The TAFs do not include English reading because schools will no longer be required to make statutory teacher assessment judgements in these subjects from 2018/19.</p> <p><i>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</i></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> read age-appropriate books with confidence and fluency (including whole novels, plays, poetry and non-fiction) read aloud with intonation that shows understanding making the meaning clear to the audience work out the meaning of words from the context explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence predict what might happen from details stated and implied in non-fiction, retrieve, record and present information to the reader from a range of sources summarise main ideas, identifying key details and using quotation marks for illustration evaluate how authors use language including figurative language, considering the impact on the reader talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs) make comparisons within and across books compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and reflect on feedback regarding the quality of their explanations and contributions to discussions. understand the majority of terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect apply the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review 	<p><i>The pupil can:</i></p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed² <p><u><i>Symphony On-Track but not on TAFs</i></u></p> <ul style="list-style-type: none"> Use subjunctive forms Hyphens to avoid ambiguity Use semi-colons accurately <p><small>*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. ² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</small></p> <ul style="list-style-type: none"> refer also to NC Appendix 2 – punctuation and grammar 	<p>The TAFs do not include English Maths because schools will no longer be required to make statutory teacher assessment judgements in these subjects from 2018/19.</p> <p><i>In each area of Maths below, the pupil can:</i></p> <p>Numbers</p> <ul style="list-style-type: none"> use negative numbers in context, and calculate intervals across zero use simple formulae recall and use equivalences between simple fractions, decimals and percentages, including in different contexts interpret and construct pie charts and line graphs and use these to solve problems <p>Reasoning (+ and -)</p> <ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the 4 operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems which require answers to be rounded to specified degrees of accuracy calculate and interpret the mean as an average <p>Reasoning (x ÷) and Time</p> <ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison solve problems involving unequal sharing and grouping using knowledge of fractions and multiples use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places <p>Reasoning (Geometry)</p> <ul style="list-style-type: none"> compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons draw and translate simple shapes on the coordinate plane, and reflect them in the axes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]

On track to achieve **WTS, EXS or GDS** at the end of the year

To be considered for GDS, children must securely achieve all end of year expectations Yr6 (reading and maths) and meeting Y6 TAF GDS standards for writing

Secure fit judgements for EXS (at the expected standard) as long as they have secured **at least 80%** of the descriptors (Reading & Maths) and based upon latest DfE moderation guidance for writing

TERMLY TRACKING

Actual Termly **Standardised Scores**

	Reading			Writing			Maths		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
1									
2									