

## Target setting for your child.

<b>Pupil's name</b>		<b>Class</b>	<b>Y4/Y5</b>
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Your child's current level is taken from the SAT's in Year 2 and the optional SAT's in Years, 3, 4, and 5 alongside Teacher assessment. These assessments were taken in the Summer term with results finalised in the new school year. They form the starting points for your child's new academic year. A target is then set which we hope will move them forward two stages or sub levels. These stages and sub levels are in the following order:

1c, 1b, 1a      2c, 2b, 2a      3c, 3b, 3a      4c, 4b, 4a      5c, 5b, 5b

For example if your child achieved an assessment as a 2b we would set a target as 3c. If we feel additional support is required we will indicate to you what this will be. Children do progress in all sorts of ways and at some stages they plateau and can frustratingly stay still. The good news is that the vast majority of children move forward and achieve the results that will place them in the most appropriate group when they transfer. We do not artificially move children upwards to enhance our league tables. This does not help anyone and will result in children becoming stressed and struggling to achieve results they are not yet ready to achieve. Equally we aim high and push our children forward to achieve all that they are capable of. You will now be able to support your child's targets in conjunction with school.

### English Literacy

	Current Level	Target Level
Reading		
Writing		

### Mathematics Numeracy (All areas covered under one level description)

	Current Level	Target Level
Maths		

Where your child will be if all is proceeding satisfactorily. By the end of Y2 Y4 and Year 6 there are nationally expected levels. (Underlined) In Year 3 and Year 5 we hope the children will achieve the levels recorded here.

Year 2 expected level 2b      Year 3 expected level 2a/3c      Year 4 expected level 3b

Year 5 expected level 3a/4c      Key Stage Two. Year 6 expected level is 4b

What do the levels represent in the two core areas of literacy and numeracy. This is a cut down version of the expectations at each stage. But it does provide you with a good overview of what is expected at each level. We will be placing a more detailed version on the new BP Web site so you can view sub levels.

#### LITERACY      Reading

##### **Level 2**

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and nonfiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

##### **Level 3**

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and nonfiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

##### **Level 4**

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

#### LITERACY      Writing

##### **Level 2**

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

## **LITERACY Writing Cont.....**

### **Level 3**

Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.

### **Level 4**

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

## **NUMERACY Using and Applying Mathematics**

### **Level 2**

Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

### **Level 3**

Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.

### **Level 4**

Pupils are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. They present information and results in a clear and organised way. They search for a solution by trying out ideas of their own.

## **NUMERACY Number and algebra**

### **Level 2**

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

### **Level 3**

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

### **Level 4**

Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100. In solving number problems, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to  $10 \times 10$  and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places. In solving problems with or without a calculator, pupils check the reasonableness of their results by reference to their knowledge of the context or to the size of the numbers. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Pupils recognise and describe number patterns, and relationships including multiple, factor and square. They begin to use simple formulae expressed in words. Pupils use and interpret coordinates in the first quadrant.

## **NUMERACY    Shape, space and measures**

### ***Level 2***

Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

### ***Level 3***

Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.

### ***Level 4***

Pupils make 3-D mathematical models by linking given faces or edges, draw common 2-D shapes in different orientations on grids. They reflect simple shapes in a mirror line. They choose and use appropriate units and instruments, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of simple shapes and find areas by counting squares.

## **NUMERACY    Handling Data**

### ***Level 2***

Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

### ***Level 3***

Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

### ***Level 4***

Pupils collect discrete data and record them using a frequency table. They understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.