Beddington Infants' School Guide to expectations

in each Year Group

As you know your child is a unique individual who will have interests and strengths in particular areas. All individuals learn and acquire skills in different ways and at different points in their own person learning journey. Thorough their time at Beddington Infants' School your children will be learning through real life practical learning experiences appropriate to their age and stage of development enabling them to make progress from their starting point.

In all schools children are taught in cohorts based on their date of birth, however the variation in age and development within that cohort can be a broad range and in some cases nearly be a whole year, when considering a child born on the 1st September with a child born on 31st August. Over time each child needs to make progress from their individual starting point.

To enable your child to make the best possible progress, the staff who are learning with your child will get to know them and identify their strengths and also the areas where they may benefit from support or extra challenge. They will consider your child's development alongside the appropriate curriculum guidance for the cohort your child is in.

For children in Nursery or Reception the learning and expectations come from the Early Years Foundation Stage Framework (2014), which linked to Development Matters (2012).

More information on this can be found at:

- Parents Guide to the Early Years Foundation Stage Framework
  https://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

- What to expect, When?
  https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

- Statutory framework for the early years foundation stage
  Setting the standards for learning, development and care for children from birth to five
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

- Development Matters
  https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

For children in Year 1 and Year 2 the learning and expectations come from the National Curriculum (2014).

More information on this can be found at:

- Parents' Guide to the New National Curriculum
https://www.risingstars-uk.com/blog/october-2014/parents-guide-to-the-new-national-curriculum

- The Parent's Guide to the New National Curriculum
https://resource-bank.scholastic.co.uk/resources/307461

(You do have to register on each of these sites to access these booklets, however there is no charge)

- The National Curriculum in England Key Stages 1 and 2 framework document
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Alongside looking at the achievements and progress of each child on a day to day basis, the staff learning with your children will be looking for them to acquire over time the key the skills they need to fully prepare them to move to the next year group each September.

This long term outcome is known as the end of year expectations for each specific year group. These expectations are based on what most children will be able to do the July of any given school year. It does not take into consideration the child's chronological age or any Special Educational Need or Disability a child may have. If a child in a particular Year Group is achieving this at the end of the year, it is considered that are achieving age related expectation.

Achieving age related expectation by the end of a particular school year is cumulative over time, and for our school starts in the Nursery. In this document, we focus on the age related expectation for English, Maths and Science.

<u>Nursery</u>

If a child is achieving age related expectation by the end of their year in Nursery they would be secure in the 30-50month band. It is a best fit judgement, so the adults learning with your child would make a judgement based on the child being able to demonstrate most of these skills consistently and independently.

English /Literacy	Reading	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.

English /Literacy	Reading	Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environme nt. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.
	Writing	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.
Maths	Number	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.
	Shape, Space and Measures	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking abo ut shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.
Science	Understan ding of the World	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.

Reception

If a child is achieving age related expectation by the end of their year in Reception they would achieve the Early Learning Goal. It is a best fit judgement, so the adults learning with your child would make a judgement based on the child being able to demonstrate most of these skills consistently and independently.

English /Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
Maths	Number	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Science	Understanding of the World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

Some children may exceed these Early Learning Goals in any or all of the 17 areas of learning.
If this is the case the child would be considered to be achieving beyond the age related expectation.

Exceeding the Early Learning Goal

English	Reading	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
	Writing	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
Maths	Number	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. 12
	Shape, Space and Measures	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
Science	Understanding of the World	Children know that the environment and living things are influenced by human activity. They can describe some actions, which people in their own community do, that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Year 1

If a child is achieving age related expectation by the end of their year in Year 1, we would say they are Year 1 Secure, but there is no national agreement on this. Below are the National Curriculum requirements for the end of Year 1. Adults learning with your child use a best fit judgement, so to achieve Year 1 Secure your child would need to have demonstrated most of these skills consistently and independently.

English	Reading – Word Reading	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught gpcs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.
	Reading - Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far

English	Reading - Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
	Writing – Transcription	Spelling (see English Appendix 1 of National Curriculum) Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week name the letters of the alphabet • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, (as listed in English Appendix 1 of National Curriculum) write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
	Writing - Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these.
	Writing- Composition	Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.
	Writing – vocabulary, grammar and punctuation	develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.

Maths	Number – number and place value	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 multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line. Use the language of: equal to, more than, less than (fewer), most, east. Read and write numbers from 1 to 20 in numerals and words.
	Number – addition and subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
	Number – multiplication and division	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.
	Number – fractions	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 one of four equal parts of an object, shape or quantity.
	Measurement	Compare, describe and solve practical problems for: ▪ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ▪ mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ▪ time [for example, quicker, slower, earlier, later] Measure and begin to record the following: ▪ lengths and heights ▪ mass/weight ▪ capacity and volume ▪ time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Maths	Geometry – properties of shapes	Recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
	Geometry – position and direction	Describe position, direction and movement, including whole, half, quarter and three quarter turns.
Science	Working scientifically	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions
	Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.
	Animals, including humans	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
	Everyday materials	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
	Seasonal changes	observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies.

Year 2

If a child is achieving age related expectation by the end of their year in Year 2 then they would be achieving the Expected Standard. At the End of Key Stage 1 Assessment, the judgement is a secure fit' judgement. This means for a child to achieve the Expected Standard, they must demonstrate they have acquired every skill in the criteria to achieve the expected standard. If they cannot demonstrate all the skills consistently and independently, they will be assessed at Working towards, the Expected standard and therefore not achieving age related expectation.

Expected Standard at the end of Year 2/ End of Key Stage 1

English	Reading	The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words. In age-appropriate1 books, the pupil can: • 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. In a book that they can already read fluently, the pupil can: • 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.
	Writing	The pupil can, after discussion with the teacher: • 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 • use spacing between words that reflects the size of the letters.
Maths		The pupil can: • read scales in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • 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) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • 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 • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
Science	Working scientifically	The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: ▪ observing changes over time ▪ noticing patterns ▪ grouping and classifying things ▪ carrying out simple comparative tests ▪ finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways.
	Science content	The pupil can: • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2] • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] • describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2] • identify whether things are alive, dead or have never lived [year 2] • describe and compare the observable features of animals from a range of groups [year 1] • group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2] • describe seasonal changes [year 1] • name different plants and animals and describe how they are suited to different habitats [year 2] • distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

Some children may exceed these Expected Standards in any or all areas of learning above.
If this is the case the child would be considered to be achieving Greater Depth within the Expected Standard. Please note, there is no Greater Depth Standard for Science.

Greater Depth within the Expected Standard at the end of Year 2/End of Key Stage 1

English	Reading	The pupil can, in a book they are reading independently: • make inferences. • make a plausible prediction about what might happen on the basis of what has been read so far. • make links between the book they are reading and other books they have read.
	Writing	The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • make simple additions, revisions and proof-reading corrections to their own writing. • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • use the diagonal and horizontal strokes needed to join some letters.
Maths		The pupil can: • read scales where not all numbers on the scale are given and estimate points in between • recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) • solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?') • read the time on a clock to the nearest 5 minutes • describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

There is no Greater Depth standard for Science.

Further details can be found at Teacher assessment frameworks at the End of Key stage 1 For use from the 2018/19 academic year onwards.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf

At key points, such as the End of a Key Stage, all schools submit data nationally. This data is then used to compare schools nationally and can be used as a measure of the quality of the education the school is providing.

For Beddington Infants' Schools that means data is submitted about attainment at the end of Reception, as this is the end of the Foundation Stage and the end of Year 2, as this is the End of Key Stage 1.

Attainment at the end of Reception is measured by the % of children who reach the Early Learning Goal across each of the 17 areas of learning and the % of children who reach a 'Good Level of Development'.

'Good level of development Children achieving a good level of development are those achieving at least the expected level within the following areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics'

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839934/EYFSP_2019_Main_Text_Oct.pdf)

Attainment at the end of Year 2 is measured by the % of children who achieves at least the expected standard in Reading, Writing, Maths and Science.

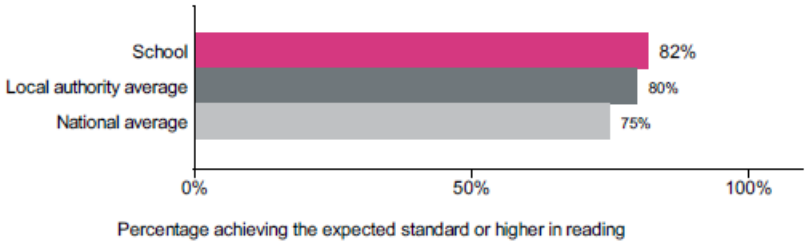
Results for Beddington Infants' School 2018/2019

The following graphs compare attainment at Beddington Infants' School with attainment in the Local Authority and Nationally in the academic year 2018/2019.

Key Stage 1 Results – End of Year 2

Percentage achieving the expected standard or higher in reading

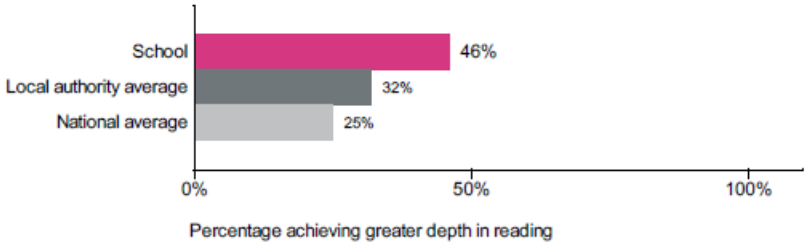
Number of pupils = 84



Percentage achieving the expected standard or higher in reading

Percentage achieving greater depth in reading

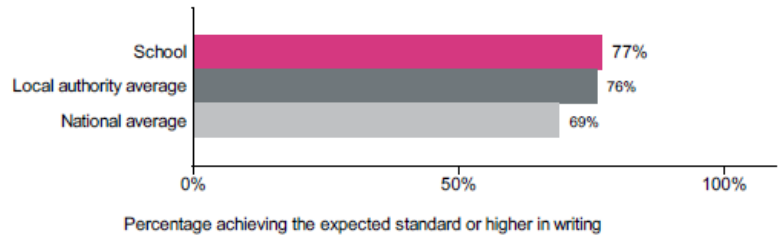
Number of pupils = 84



Percentage achieving greater depth in reading

Percentage achieving the expected standard or higher in writing

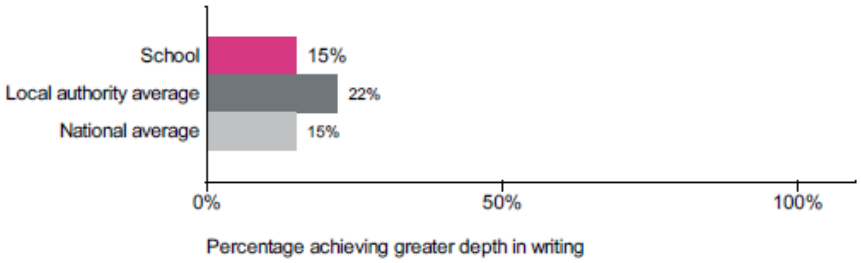
Number of pupils = 84



Percentage achieving the expected standard or higher in writing

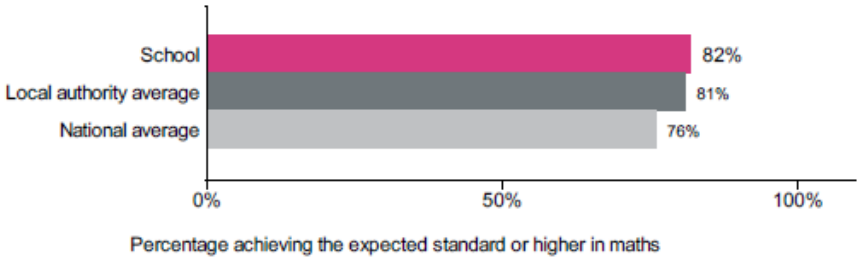
Percentage achieving greater depth in writing

Number of pupils = 84



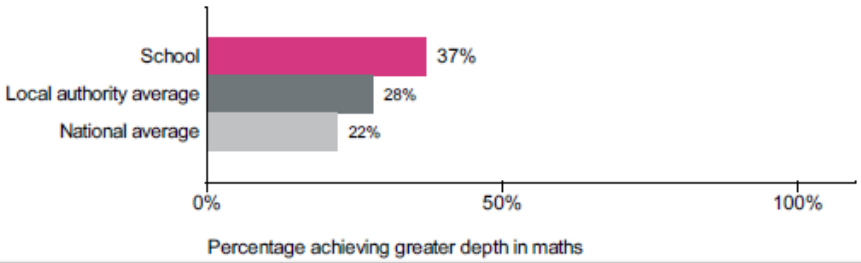
Percentage achieving the expected standard or higher in maths

Number of pupils = 84



Percentage achieving greater depth in maths

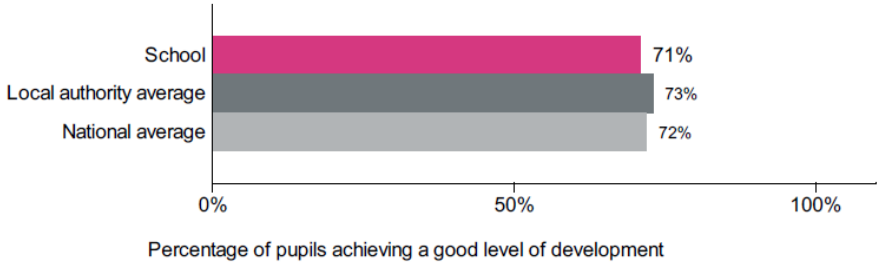
Number of pupils = 84



<u>End of Foundation Stage (Reception)</u>

Percentage of pupils achieving a good level of development

Number of pupils = 79



Although the % of children achieving a Good Level of Development is slightly below the national average by the End of Key Stage 1 attainment is above the national average.