

Ark Oval Primary Academy

DCSF 2010 guidance on understanding in English

What is progress in English about?

At all levels, learning English is about learning to use language to express, explore and communicate our thoughts ideas and feelings with others. We do this through speaking, listening, reading and writing and getting better at English means making progress in each of these areas.

Children do not usually make progress at the same rate in speaking, listening, reading and writing. IN their early years, for example, most children are better speakers and listeners than readers and writers. This is important as early skills with spoken language underpin the development of reading and writing.

What is progress in maths about?

All levels of learning maths are about solving problems using key processes such as:

- ❖ Looking for patterns and relationships between numbers.
- ❖ Making sense of and checking information.
- ❖ Communicating and presenting maths using words and diagrams, for example graphs and symbols.
- ❖ Reasoning and developing mathematical arguments.

Progression in maths involves using and applying these processes and skills in mathematics lessons across the whole school curriculum and in everyday life. To do these children need to understand key elements such as number, geometry, measures and statistics.

Working at level 1 in English and Maths

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and listening	Express their feelings and ideas as they respond to what happens around them. Make themselves heard and understood by close family and friends. Begin to take turns talking with others when playing. Pretend to be another person in imaginary play.	Listen attentively to what they say and respond. Help sustain their talk by prompting, asking questions and repeating. Encourage imaginative play by taking a role yourself. Point out and talk about how different people speak.
Reading	Read some familiar and key words on sight. Blend sounds to decode some unfamiliar words. Recall some points from familiar texts. Make some basic inferences for example; identify who is speaking in a story. Notice some features/aspect of familiar texts, for example, repetition, rhyme or how an illustration links to text.	Read books regularly together. Talk about the parts you both most enjoyed. Ask them to point to words they recognise. Talk with them about how words and illustrations work together in what they read. Point out words in the world for example, road signs, shop names, building names.
Writing	Write short texts with some sense of their purpose, form, or reader, for example, a party invitation to a friend, note to a sibling, thank you letter. Write simple, mostly accurate phrases and clauses and sometimes put their ideas in an appropriate order. Use simple vocabulary and usually spell simple high frequency words accurately. Begin to use full stops and capital letters to make some sentences.	Encourage them to have fun with writing, for example, drawing cartoons and writing captions or speech bubbles. Write with them, prompting them with suggestions when they get stuck. Take an interest in what they write for example, ask them to read their writing aloud to you and respond to it. Help them reflect on their writing, for example, what they were pleased with, how they might develop or improve it.
Maths	Use objects or make drawings to explain what they have been doing. See simple patterns and connections using pictures and numbers. Play counting games and put numbers in order.	Play simple counting games such as snakes and ladders, counting button. Play simple ordering games such as choose ten buttons and order them by size from smallest to largest. Play simple pattern- making games such as with a

Ark Oval Primary Academy

<p>Identify numbers in different contexts, for example, recognising the same number on a clock, on a remote control or on the front door of a house or flat.</p> <p>Increase and decrease quantities in real life contexts, for example, understanding what happens if they have ten sweets and eat three.</p> <p>Use the mathematical names for common 2D and 3D shapes such as circles, squares, cubes and sphere.</p> <p>Sort objects such as buttons, leave, or shells and explain how they have chosen to sort them.</p>	<p>collection of tiddlywinks.</p> <p>Play simple sorting games such as soring a collection of buttons, shells, and leaves by colour or by size.</p> <p>Lay the table for a meal- selecting the correct number of items and matching them.</p>
---	---

Working at level 2 in English and Maths

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and Listening	<p>Talk about things they have done and imagined.</p> <p>Remember the main ideas in things they have heard.</p> <p>Take turns when speaking in pairs or groups.</p> <p>Change the way they speak in some situations, for example, talking to adults differently from friends or pretending to be other people.</p>	<p>Talk with them about their ideas, for example, when painting or modelling.</p> <p>Ask them to retell simple stories in their own words.</p> <p>Encourage their play in different roles.</p> <p>Listen together to stories on CDs, radio or television.</p>
Reading	<p>Read a range of key words on sight and blend sounds to decode unfamiliar words.</p> <p>Recall basic information form texts read, for example, names of characters.</p> <p>Look for information in print and on a website and make simple inferences, for example, how a character is feeling.</p> <p>Express simple likes and dislikes in their reading.</p>	<p>Read books together, reading a section in turn, and talk about:</p> <ul style="list-style-type: none"> ❖ What happened ❖ How the pictures support the story ❖ Which parts they liked best <p>Encourage them to choose books independently.</p> <p>Encourage them to decode unfamiliar words independently, but prompt them if they lose the gist of what they're reading.</p>
Writing	<p>Have a clear purpose of their writing, for example, to tell a story, recount a visit, and give instructions.</p> <p>Use some features of the style they choose to write in, for examples, "one upon a time" in a story.</p> <p>Organise their ideas straightforwardly, for example, by grouping ideas together in sections or sequencing events.</p> <p>Write mainly simple sentences, marking where they begin and end with full stops and capital letters.</p>	<p>Encourage writing in play and what they do; for example, list for shopping, record the results for their favourite sports team.</p> <p>Engage with their writing through:</p> <ul style="list-style-type: none"> ❖ Saying what they liked in it ❖ Asking where their ideas have come from ❖ Asking them to show you where a sentence begins and ends. <p>Help them to organise and sequence their writing by asking them to talk about their ideas or to draw a sequence of simple pictures to show how the main events in a story might be organised.</p>
Maths	<p>Explain why they think something is correct.</p> <p>Count up to 100 and put numbers up to 100 in the correct order.</p> <p>Know number bounds to 10, for examples, $4 + 6 = 10$, and $10 - 9 + 1$.</p> <p>Complete addition and subtraction calculations, and appreciate that addition and subtraction 'undo one another.'</p> <p>Understand the equals signs, for example, $8 - 1 = 5 + 2$</p> <p>Recognise odd and even numbers</p> <p>Name 2D and 3D shapes and identify faces, edges and vertices.</p> <p>Begin to understand angles for examples; they can</p>	<p>Play with wooden blocks building towers and other structures. Is it possible to build two towers of the same height, whatever number of blocks you start with?</p> <p>From a pack of cards (without the tens, the Jacks, the Queens and the Kings) play a game of pairs where you try to turn over two cards that add up to 10?</p> <p>With a pack of dominoes play the game of 'pairs' where you turn over two dominoes so the total number of spots is 12.</p> <p>Talk about shapes that can be found in the house.</p> <p>Play a game of estimating then measuring the length of objects in the house.</p> <p>Play a game of ordering everyday objects according to</p>

Ark Oval Primary Academy

<p>recognise that when you change direction, the amount you turn through a point is an angle. Measure the lengths of objects and weigh things to the nearest mark on the scale. Put events in the correct order; for example, giving instructions for a familiar journey. Collect information (data) to find out the answer to questions, for example, how many people have school dinners? How do people travel to school?</p>	<p>their weight, and then weigh them. When someone opens a door, talk about the angle the door turned through. Draw your child's attention to the clock so they learn to match times with events. Talk about what whole numbers mean when they appear in everyday situations such as car number plates, road signs, on a clock face, a flat or an hour number. Play a game of 'find the number' somewhere in the house or on the way to school.</p>
---	---

Working at level 3 in English and Maths

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and Listening	<p>Start conversations and keep them going, building on what other people say. Contribute to a small group, recognising speakers' main ideas. Adapt their speech and gesture to suit obviously different situations or create a role. Notice some differences in people's spoken language</p>	<p>Encourage them to develop their ideas by taking longer turns, adding detail and thinking about how ideas connect. Play listening and guessing games where they have to listen and ask questions, for example, 'I spy', '20 questions.' Encourage them to take different roles when playing in groups.</p>
Reading	<p>Read aloud with fluency, expression and understanding. Use different ways to read unfamiliar words. Get the literal meaning from a text and make some straightforward inferences. Pick out the most obvious points from texts they read. Identify the main purpose of the text.</p>	<p>Engage with what they read by asking them to:</p> <ul style="list-style-type: none"> ❖ Predict what will happen next in a story ❖ Describe their response when they know what does happen ❖ Explain why a character behaves as they do ❖ Point to particular parts of a text that they like ❖ Talk about what a text suggests or implies. <p>Talk with them about their likes and dislikes in what they read. Encourage them to read a range of texts, for example, fiction and information books, comics and poems.</p>
Writing	<p>Write simple texts with a clear purpose using the main features of the type of writing they choose. Organise their ideas to help the reader, for example, by grouping ideas in sections, or signalling the beginning and ending of their writing. Use capital letters and full stops accurately to separate simple sentences. Attempt some more complex sentence using connectives, such as 'and', 'but', 'so.' Start to enjoy writing independently and use it to support their learning in other subjects.</p>	<p>Encourage them to write more, for example, a shopping list, and a plan for a party or family celebration, a story that they can email to grandparents. Talk with them about how they might improve or rephrase sections, for example, by including more descriptive detail or using connectives (such as 'and', 'but') to combine sentences.</p>
Maths	<p>Try different approaches when solving problems. Test if a general statement is 'always true', 'sometimes true' or 'never true'. For instance, they can use examples to test if 'all numbers that end in 4 can be divided by 4.' Understand what each digit in a number represents, for example, understanding that in the number 325, the digit 2 represents 20. Deal confidently with whole numbers up to 1000 and can add and subtract them. Begin to understand about numbers which contain a</p>	<p>Make calculations from a pack of cards. Play a game where each player is dealt four cards and everyone has 1 minute to make up a calculation using cards they have in their hand so the answer is the value of the next card turned over. Dice bingo. Throw 2 dice and multiply the numbers together. Talk about numbers that you see on packets or tins of food. Identify symmetrical objects; for example, look for</p>

Ark Oval Primary Academy

<p>decimal point. Know multiplication tables for 2, 3, 4, 5 and 10 and use them to solve practical problems. For examples, if 20 cakes are needed for a party and cakes are sold in packs of four, how many packs of cakes should I buy? Talk about simple fractions in everyday life. Recognise mirror/reflection symmetry in everyday objects. Find on the perimeter by working out the distance around simple shapes. Use metric measures for length (centimetres and metres), capacity (litres and millilitres) and mass (kilograms and grams) Read commonly used times, for example, half past and quarter to the hour. Use and interpret diagrams that represent information, such as bar charts.</p>	<p>symmetrical wheel trims on cars. Find out how many millilitres different containers hold, such as a cup. Use a real clock to talk about the times certain events happen at home, for example, getting up in the morning, meal times, when the post arrives. Also you could talk about times when certain television or radio programmes begin and end, and how long they last for. Help when cooking by measuring ingredients and using the timer.</p>
--	--

Working at level 4 in English

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and Listening	<p>Express their ideas or feelings or tell a story clearly. Adapt their speech appropriately in more formal situations. Work in groups to plan or fulfil a task. Take on a specific imagined role. Comments on how a person's spoken language vary.</p>	<p>Encourage them to talk clearly and at length about their ideas. Listen to and talk about things that are not immediately familiar, such as items on the news. Play memory games, taking turns to answer questions about a story or film they've listened to. Encourage them to take on specific roles in their social life, for example, in a sports team, after school club.</p>
Reading	<p>Read full length books independently. Select strategies to help them self-correct when faced with difficult words or unfamiliar texts. Read actively, for example predict what happens next, visualise what is described, speculate about characters actions and motives. Get the point, the moral or the message of a text beyond the literal. Read to support their work in all subjects, for example, research a topic in print or on-screen.</p>	<p>Help them to think about the writer behind the text, for example:</p> <ul style="list-style-type: none"> ❖ Why they chose the language they did? ❖ Why they organised the text in that way? ❖ What effect they hoped to have on the reader? <p>When looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source. When they talk about their reading encourage them to refer to evidence in the text that will support their views. Get them to share their opinions in different ways.</p>
Writing	<p>Write reasonably complex texts independently, developing some ideas in detailed, interesting ways, for example, a newspaper report of an incident includes eye witness reports. Choose a form of writing appropriate to the purpose and use some words and phrases for effect. Use sections or paragraphs to organise their material to help the reader. Write simple sentences accurately and some extended sentences, using commas to chunk them. Use writing in a variety of forms to support their learning in all subjects.</p>	<p>Ask them to tell you what the best features of their writing are. Discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence. Help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.</p>
Maths	<p>Develop their own approaches for solving problems.</p>	<p>Discuss how you might work out the cost of a week's food</p>

Ark Oval Primary Academy

<p>Select appropriate strategies for addition, subtraction, multiplication and division.</p> <p>Decide when and it to use ICT, for example, they might recognise that it's easiest to do division and multiplication calculations up to 10 by 10 mentally, but estimating the family travel costs for a week could be done with a calculator or spreadsheet.</p> <p>Use a computer to produce numerical and geometric patterns, such as tiling designs.</p> <p>Understand simple fractions that emerge in everyday contexts.</p> <p>Identify and explain patterns, for example, in a sequence of numbers give the next number in the sequence or explain how they created a geometric design.</p> <p>Find out the area of simple shapes by measuring the space enclosed by the shape's perimeter.</p> <p>Apply knowledge in practical situations, for example, measuring and making diagrams, maps and 3D models.</p> <p>Know how to order decimals, and record and interpret measures written as decimal. For examples they will recognise that 1.64m is the same as 1m 64cm.</p> <p>Select the most appropriate average (mean, median and mode) when reporting findings from data.</p>	<p>for the family. Encourage your child to estimate the shopping bill by keeping a running total while you shop. Try to find examples of number that contain fractions or decimals in a daily newspaper, a magazine or on food containers.</p> <p>Make a list of calculations where the answer is the same. What is the hardest calculation that can be made?</p> <p>Use pieces of card to make a three dimensional model of a room to a sensible scale.</p> <p>Work out how much time, on average, different people spend doing different things at home, for example, eating, tidying up, cooking, playing, watching television, using a computer, sleeping.</p> <p>Measure ingredients when cooking.</p> <p>Take opportunities to discuss weights written on packets of food and what they mean in terms of grams and kilograms.</p> <p>Look at maps of different scales of your local area, for example, a road atlas and a web map, and discuss how far it is from your home city, town or village to other nearby places.</p>
--	---

Working at level 5 in English and Maths

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and Listening	<p>Narrate, recount or express their ideas clearly in a way that takes account of the listener.</p> <p>Pick up on some nuances or implications in what they hear.</p> <p>Judge the level of formality needed in a situation and adapt their speech accordingly.</p> <p>Adopt different roles and strategies in a group to achieve the purpose or task.</p> <p>Sustain a character in a role and work with others also in role.</p> <p>Explain some of the differences they notice in people's speech.</p>	<p>Find opportunities for them to talk at length about increasingly complicated ideas and situations, for example, explain an experiment they have done in science or a topical subject such as cyber bullying.</p> <p>Help them take more account of the listener's reaction when speaking, for example, when telling a story to a younger sibling making it exciting.</p> <p>Encourage them to listen and express their opinions about local and national issues in the news.</p>
Reading	<p>Select relevant evidence from different points across the text.</p> <p>Quote or refer to the text to support their ideas.</p> <p>Read between the lines and understand meanings that are implied rather than stated.</p> <p>Give a general overview of the purpose of the text and its effect on the reader.</p>	<p>Give them regular opportunities to make their own choices in what they read at home for example, visits to the library, magazines that cover out of school interests.</p> <p>Encourage them to develop their response to a text in more detail, for example, ask them to tell you how their feelings towards a character changed at different points in a story.</p> <p>Talk with them about the writer's choice of language, for example, ask them to choose a section they think is good and explain why they think it works well.</p>
Writing	<p>Establish and maintain a clear purpose for their writing, using a style and form that matches the purpose.</p> <p>Hold the reader's interest by the imaginative development of their ideas and choice words.</p> <p>Organise and shape paragraphs to suit the purpose of the</p>	<p>Encourage their personal writing, for example, a journal or diary, social networking, a blog.</p> <p>Talk through their ideas with them before they start to write, for example, prompts them to think about how they intend to tackle a subject.</p>

Ark Oval Primary Academy

	<p>writing and guide the reader through the text. Express more complex ideas, using varied sentence structures to build up detail or vary pace and emphasis.</p>	<p>Help them to reflect on their writing, particularly the effect they hoped to have on the reader, for example, is the reader sufficiently prepared for the ending? Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.</p>
Maths	<p>Identify and obtain information and select the mathematical tool needed to tackle a problem. Use mathematical language, symbols and diagrams accurately. Understand connections between fractions, decimals and percentages. Solve ratio problems, for examples adapting a recipe for 4 to feed 6. Understand how percentages can be used to compare different proportions and find simple percentages mentally. For example, they could work out 20% of £16 by finding 10% (£1.60) and doubling it. Construct and use simple formulae to find the answer to problems, such as working out how many tests and minutes you would get for a £10 top-up with different mobile phone network providers. Know facts about angles, such as the sum of the angles of a triangle (180°) and the sum of angles around a point (360°). Construct diagrams using mathematical approaches and equipment, for example, they can create scale drawings or plot graphs of data. Convert between different metric measures; for example, understand that 1.04kg is 1040g. Understand probability, for example they understand that when throwing a six-sided dice, all numbers are equally likely. Use data to assess likelihood and risk in simple situations, for example, if a newspaper headline reports 50% more people likely to become severely ill from flu' but the chance of getting severely ill from flue is 5000 each year.</p>	<p>Look at the weather page in a local newspaper or website and find out what all the different sets of numbers/pieces of information mean. Look for and discuss the use of percentages in articles in a newspaper or on the television or discuss the per cent (%) interest on a savings account. Talk about supermarket offers, for example, '3 for the price of 2'. Work out together which is the cheapest or best value. Calculate percentage sales discounts. Adapt recipe amounts for different numbers of people. Play the 'estimate the size of the shopping bill' game, that is, round every item to the nearest 50p and see how the estimated bill compares to the actual cost. Consider the probabilities of certain events happening when playing simple games with dice, for example, the chance of gaining a particular total when two dice are thrown. Read timetables and maps when planning a journey. Look at local ordnance survey maps and talk about how bearings are measured from your city, town or village to other nearby places.</p>

Working at level 6 in English

Subject	Children will be able to do	What you can do at home to help your child make progress
Speaking and Listening	<p>Develop and shape their talk to guide or influence the listener. Engage clearly with a speaker's ideas and develop them. Adapt their speech successfully to meet very varied situations. Sustain work in a group to achieve complex tasks and purposes. Use drama techniques with others to explore ideas, themes or feelings. Explore and analyse some differences in spoken language they have observed.</p>	<p>Encourage them to take part in activities that involve presenting to an audience, such as school assembly, parents' evening, at a place of worship or community centre. Discuss topical subjects of concern with them. Encourage them to take part in social activities to broaden their experiences of using talk, for example, drama groups.</p>
Reading	<p>Summarise points or trace an idea or theme giving evidence to support their comments from across the</p>	<p>Keeps an active interest in what they read by encouraging a wider reading diet, for example, reading more non-</p>

Ark Oval Primary Academy

	<p>between texts</p> <p>Explore different layers of meaning in a text and their implications.</p> <p>Explain how the writer tries to influence the reader by the way the text is organised, the language used and the viewpoint expressed.</p> <p>Compare how different writers deal with similar ideas or events in different texts and explain how the context in which a text is written or read influences its meaning.</p>	<p>fiction, trying different authors or poetry.</p> <p>Talk to them about why they might either trust or distrust the sources of information they read.</p>
Writing	<p>Begin to develop a distinctive style or voice in their writing explaining why they have chosen particular words or phrases or made particular decisions about how to organise their writing.</p> <p>Use sentence structure and punctuation to shape and create impact.</p> <p>Use and confidently adapt a variety of forms of writing.</p>	<p>Be an audience for their writing, feeding back on the impact their writing has had on you.</p> <p>Take an interest in what they write in other subject areas.</p> <p>Share newspaper magazine, articles or web texts that are written in interesting or engaging ways and explore how they might use these ideas in their own writing.</p>
Maths	<p>Devise their own strategies for working on mathematical tasks and problems, for example, break down complex problems into smaller, manageable tasks.</p> <p>Construct an argument using mathematical symbols, diagrams and language correctly.</p> <p>Convert between fractions, decimals and percentages.</p> <p>Add and subtract fractions.</p> <p>Investigate explain number patterns by drawing graphs and using algebra to represent them, for example, by using algebra to explain the pattern 3,7, 11, 15 as $4n - 1$ ($4 \times 1 - 1 = 3$, $4 \times 2 - 1 = 7$ etc.)</p> <p>Know about different quadrilaterals and their properties.</p> <p>Understand formulae for calculating the circumference and the area of a circle.</p> <p>Work out the volume of a cuboid, for example, the volume of water needed to fill a rectangular water tank.</p> <p>Use ICT to explore transformations of shapes (reflection, rotation, translation, enlargement)</p> <p>Understand how to construct a pie chart.</p> <p>Calculate the probability of different outcomes, for example, getting a head and a tail when tossing two coins.</p>	<p>At level 6 and above the nature of maths becomes more algebraic and abstract. This involves making and using formulae and developing knowledge of sequences and graphs. You could ask your child to explain their understanding of some of the maths problems they are working on and solving at school. This will help reinforce and consolidate what they know.</p> <p>You could also encourage your child to work out the best value for money when shopping.</p> <p>Watch documentaries and discuss the maths involved in climate change or other environmental concerns.</p> <p>Talk about their work with reference to a text book or online such as BBC Bitesize or My Maths.</p> <p>Join a maths club such as NRICH or take part in other enrichment activities.</p>