



Pupil Learning Expectations

Why

Whilst we aim for all children to reach the expected standard, in all core subjects, the following are prioritised to identify essential building blocks required from each year group. Being secure with the following objectives, by the end of each year, will provide each child with a solid foundation of fundamental knowledge.

The focus of these objectives is learning rather than performance. Each child will be supported to recall the required knowledge with accuracy and speed. Developing automaticity in these key areas will reduce cognitive load and enable pupils to be successful with more complex tasks.

Objectives have been selected based on their impact for future development and learning; many are indicators of future success.

How

TAs and teachers will assess pupils against each objective and record on Insight whether a pupil has 'met' or 'not met' the objective. This will be monitored half-termly by subject co-ordinators and senior leaders.

Additionality to close gaps in pupils' prior learning will begin with the earliest and progress chronologically until their current year group. This will take the form of interventions **and** opportunities to maximise learning throughout the day – as outlined below.

Pupils will know which objective they are working towards achieving for each subject and an overview will be shared with parents / carers for them to support at home.

The following objectives will be consistently implemented and addressed across the full curriculum to aid retention, recall and applying in different contexts. Teachers will use the overview – and related diagnostic information on Insight – to inform their Medium- and Short-term planning as well as adaptations to the curriculum, for the whole class, groups and individual pupils.

Staff will maximise time for learning by focusing on these objectives frequently throughout the school day, for example chanting number bonds when lining up, reciting poems during movement breaks, call and response number bonds at transition times and related games at break / lunch.

Whiteboards outside classrooms will identify which of the key objectives are currently being focused on with the majority of the class. Teachers will identify one objective (usually from their year group) to write on the whiteboard outside their classroom. This indicates to all pupils and staff an area the whole class are focusing on that week – visitors to classes will help to provide opportunities for practice and recall of that knowledge. Where an objective has component knowledge, the teacher will indicate the specific element being learnt that week – for example, in Year 2 they may specify the '5-times table' out of 2, 5 and 10.

Key

Blue text identifies how each objective will be evidenced / which diagnostic assessment is used.

Yellow highlighting indicates the most essential priority for that year group. All pupils are expected to achieve this before they transition to the next year.



Chapel Street
Community Primary School

Pupil Learning Expectations				
	Oracy	Reading	Writing	Mathematics
Nur	<p>I can sing 10 Nursery Rhymes by heart. <i>Little Wandle</i></p> <p>I use gesture to support meaning in my play. <i>Voice 21</i></p> <p>I can say a 4-word sentence. <i>Verbal</i></p>	<p>I can name the parts of a book. <i>Verbal</i></p> <p>I can count or clap the syllables in a word. <i>Verbal</i></p> <p>I can spot when two words have the same initial sound. <i>Verbal</i></p>	<p>I can show controlled large and small muscle movements. <i>Letter Join</i></p> <p>I can use the palmer or digital pronate grasp to hold my pencil. <i>Pencil grip tracker</i></p> <p>I can write my own name. <i>Portfolio piece</i></p>	<p>I can subitise to 3. <i>Verbal</i></p> <p>I can show 'finger numbers' up to 5. <i>Verbal</i></p> <p>I can count forwards to 10. <i>Verbal</i></p>
Rec	<p>I can sing 15 Nursery Rhymes by heart. <i>Little Wandle</i></p> <p>I use new vocabulary in my play. <i>Voice 21</i></p> <p>I am secure at Welcom Stage 9. <i>Welcom</i></p>	<p>I am secure at Phase 4 phonics. <i>Little Wandle</i></p> <p>I can read the tricky words for Reception. <i>Little Wandle</i></p> <p>I can say what I like about a book. <i>Verbal</i></p>	<p>I can use the static quadruped or tripod grip to hold my pencil. <i>Pencil grip tracker</i></p> <p>I can correctly form lower case letters. <i>Letter Join</i></p> <p>I can write a short, simple phrase. <i>Portfolio piece</i></p>	<p>I can count forwards and backwards to 20. <i>Verbal</i></p> <p>I can subitise to 5. <i>Verbal</i></p> <p>I know my number bonds to 5. <i>Verbal</i></p>
1	<p>I speak at an audible volume. <i>Voice 21</i></p> <p>I can say a sentence before I write it. <i>Verbal</i></p> <p>I can recite 3 short poems by heart. <i>Verbal</i></p>	<p>I am secure at Phase 5 phonics. <i>Little Wandle</i></p> <p>I can read the tricky words for Year 1. <i>Little Wandle</i></p> <p>I achieve 32+/40 in the Phonics Screening Check. <i>PSC</i></p>	<p>I can use a mature / dynamic tripod grip to hold my pencil. <i>Pencil grip tracker</i></p> <p>I can correctly orientate and space lower case letters. <i>Letter Join</i></p> <p>I can write a full sentence with accurate full stops, capital letters and finger spaces. <i>Portfolio piece</i></p>	<p>I can count forwards and backwards to 100. <i>Verbal</i></p> <p>I know my number bonds and doubles to 10. <i>Verbal</i></p> <p>I can correctly form the digits 0 – 9. <i>Verbal</i></p>

New arrivals will be assessed against each of the objectives above, starting with Nursery. Any gaps from prior year groups will be addressed, starting with the earliest and progressing chronologically.



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	Oracy	Reading	Writing	Mathematics
2	<p>I speak clearly to different people. <i>Voice 21</i></p> <p>I can recite 6 short poems by heart. <i>Verbal</i></p> <p>I can retell a familiar story using vocabulary repeated from the text. <i>Verbal</i></p>	<p>I can say the correct sequence of events/information in a text. <i>Verbal</i></p> <p>I can say what some of my favourite words from a text are. <i>Verbal</i></p> <p>I read at an age appropriate level – with speed, fluency and comprehension. <i>Star Reader, YARC, Optional KS1 SATs</i></p>	<p>I can correctly orientate, size and space lower case and capital letters. <i>Letter Join</i></p> <p>I achieve 25+ in the Year 2 diagnostic spelling quiz. <i>Spelling Shed</i></p> <p>I can accurately punctuate sentences with ?, ! and commas in lists. <i>Portfolio piece</i></p>	<p>I know my number bonds to 20. <i>Verbal</i></p> <p>I know my doubles and halves to 20. <i>Verbal</i></p> <p>I know my 2-, 5- and 10-times tables. <i>TTRS</i></p>
3	<p>I use appropriate pace when I speak. <i>Voice 21</i></p> <p>I can recite a longer poem by heart. <i>Verbal</i></p> <p>I can retell a traditional story or fairy tale. <i>Verbal</i></p>	<p>I accurately self-correct when I read. <i>Verbal</i></p> <p>I can share some similarities and differences between things I have read. <i>Verbal</i></p> <p>I can make predictions about a text. <i>Verbal</i></p>	<p>I can consistently join my writing. <i>Letter Join</i></p> <p>I achieve 25+ in the Year 3 diagnostic spelling quiz. <i>Spelling Shed</i></p> <p>I can join sentences correctly using and, or, but, when, because and if. <i>Portfolio piece</i></p>	<p>I know my number bonds to 100. <i>Verbal</i></p> <p>I know my doubles and halves to 100. <i>Verbal</i></p> <p>I know my 3-, 4- and 8-times tables. <i>TTRS</i></p>
4	<p>I use appropriate tonal variation when I speak. <i>Voice 21</i></p> <p>I can recite two longer poems by heart. <i>Verbal</i></p> <p>I can retell a familiar myth or legend. <i>Verbal</i></p>	<p>I can name some of my favourite authors. <i>Verbal</i></p> <p>I can accurately infer the feelings of characters in text. <i>Verbal</i></p> <p>I read at an age appropriate level – with speed, fluency and comprehension. <i>Star Reader, YARC</i></p>	<p>I achieve 25+ in the Year 4 diagnostic spelling quiz. <i>Spelling Shed</i></p> <p>I can maintain the correct tense throughout my writing. <i>Portfolio piece</i></p> <p>I can consistently and accurately use paragraphs. <i>Portfolio piece</i></p>	<p>I can multiply and divide by 10 and 100. <i>Verbal</i></p> <p>I can tell the time to 5-minute intervals using an analogue clock. <i>Verbal</i></p> <p>I achieve 25/25 in the Multiplication Tables Check. <i>MTC</i></p>
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5	<p>I can project my voice to be heard by an audience – for example my class. <i>Voice 21</i></p> <p>I can read my own writing aloud using intonation to show meaning. <i>Verbal</i></p> <p>I can give a presentation to an audience as part of a group. <i>Verbal</i></p>	<p>I can recommend books with reasons. <i>Verbal</i></p> <p>I can make detailed comparisons between texts. <i>Verbal</i></p> <p>I can distinguish between statements of fact and opinion. <i>Verbal</i></p>	<p>I can write legibly at speed and stamina. <i>Letter Join</i></p> <p>I achieve 25+ in the Year 5 diagnostic spelling quiz. <i>Spelling Shed</i></p> <p>I can write narrative with correctly punctuated dialogue. <i>Portfolio piece</i></p>	<p>I can read and write numbers to 1,000,000. <i>Verbal</i></p> <p>I achieve 100% on a Year 5 arithmetic paper. <i>White Rose</i></p>
6	<p>I can adjust my tone, volume and pace for the audience and purpose. <i>Voice 21</i></p> <p>I can share my opinion coherently in a debate. <i>Verbal</i></p> <p>I can perform confidently to a large audience in the hall. <i>Verbal</i></p>	<p>I can provide evidence from a text for inferences I have made. <i>Verbal</i></p> <p>I can summarise a text concisely and precisely. <i>Verbal</i></p> <p>I read at an age appropriate level – with speed, fluency and comprehension. <i>Star Reader, YARC, KS2 SATs</i></p>	<p>I can choose the standard of my handwriting appropriate to a task. <i>Letter Join</i></p> <p>I achieve 100% in the KS2 SATs spelling test. <i>KS2 SATs</i></p> <p>I can write with consistent cohesion. <i>Portfolio piece</i></p>	<p>I achieve 100% in the KS2 SATs arithmetic paper. <i>KS2 SATs</i></p> <p>I know which operation(s) to use to solve a problem. <i>Verbal</i></p>
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