

END OF KEY STAGE ASSESSMENT STATEMENTS – KEY STAGE 2

Working at the expected standard – READING

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- 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
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Working at the expected standard – WRITING

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at the expected standard – MATHEMATICS

- The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $112 + 34$; 79 of 108; 0.8×70).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Working at the expected standard –SCIENCE

Working scientifically: this must be taught through, and clearly related to, the teaching of

substantive science content in the programme of study.

- The pupil can describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
- The pupil can ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary – including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.
- The pupil can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
- The pupil can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- The pupil can present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.
- The pupil can use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content:

- The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
- The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
- The pupil can name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
- The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
- The pupil can construct and interpret food chains.
- The pupil can explain how environmental changes may have an impact on living things.
- The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
- The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.
- The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle. The pupil can identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.
- The pupil can identify, with reasons, whether changes in materials are reversible or not.
- The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.
- The pupil can use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.
- The pupil can describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.
- The pupil can describe the effects of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity).
- The pupil can identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.
- The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.
- The pupil can describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.

Physical Education Targets - A Year 6 Sports Person Games

I can play to agreed rules.

I can explain rules.

I can umpire.

I can make a team and communicate plan.

I can lead others in a game situation.

Gymnastics

I can combine my own work with that of others.

I can link sequences to specific timings.

Dance

I can develop sequences in a specific style.

I can choose my own music and style.

Athletics

I can demonstrate stamina.

Outdoor and adventurous

I can plan a route and a series of clues for someone else.

I can plan with others taking account of safety and danger.

A Year 5 and 6 Safe Computer User

Knowledge and understanding

I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.

I understand the potential risk of providing personal information online.

I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.

I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.

I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).

I understand that some material on the internet is copyrighted and may not be copied or downloaded.

I understand that some messages may be malicious and know how to deal with this.

I understand that online environments have security settings, which can be altered, to protect the user.

I understand the benefits of developing a 'nickname' for online use.

I understand that some malicious adults may use various techniques to make contact and elicit personal information.

I know that it is unsafe to arrange to meet unknown people online.

I know how to report any suspicions.

I understand I should not publish other people's pictures or tag them on the internet without permission.

I know that content put online is extremely difficult to remove.

I know what to do if I discover something malicious or inappropriate.

Skills

I follow the school's safer internet rules.

I can make safe choices about the use of technology.

I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.

I can create strong passwords and manage them so that they remain strong.

I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.

I can competently use the internet as a search tool.

I can reference information sources.

I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.

I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

Computing Targets - A Year 6 Computer User

Algorithms and programming

I can design a solution by breaking a problem up.

I recognise that different solutions can exist for the same problem.

I can use logical reasoning to detect errors in algorithms.

I can use selection in programs.

I can work with variables.

I can explain how an algorithm works.

I can explore 'what if' questions by planning different scenarios for controlled devices.

Information technology

I can select, use and combine software on a range of digital devices.

I can use a range of technology for a specific project.

Digital literacy

I can discuss the risks of online use of technology.

I can identify how to minimise risks.

History Targets - A Year 6 Historian

I can place features of historical events and people from the past societies and periods in a chronological framework.

I can summarise the main events from a period of history, explaining the order of events and what happened.

I can summarise how Britain has had a major influence on the world.

I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

I can identify and explain differences, similarities and changes between different periods of history.

I can identify and explain propaganda.

I can describe a key event from Britain's past using a range of evidence from different sources.

I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

Geography Targets - A Year 6 Geographer

I can use Ordnance Survey symbols and 6 figure grid references.

I can answer questions by using a map.

I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.

I can describe how some places are similar and dissimilar in relation to their human and physical features.

I can name the largest desert in the world and locate desert regions in an atlas.

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.

I can explain how time zones work and calculate time differences around the world.

Music Targets - A Year 6 Musician

I can sing in harmony confidently and accurately.

I can perform parts from memory.

I can take the lead in a performance.

I can use a variety of different musical devices in my composition (including melody, rhythms and chords).

I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.

I can analyse features within different pieces of music.

I can compare and contrast the impact that different composers from different times have had on people of that time.

Foreign Language Targets - A Year 5 and Year 6 International Speaker

Spoken language

I can hold a simple conversation with at least 4 exchanges.

I can use my knowledge of grammar to speak correctly.

Reading

I can understand a short story or factual text and note the main points.

I can use the context to work out unfamiliar words.

Writing

I can write a paragraph of 4-5 sentences.

I can substitute words and phrases

Art & Design Targets - A Year 6 Artist

I can explain why I have used different tools to create art.

I can explain why I have chosen specific techniques to create my art.

I can explain the style of my work and how it has been influenced by a famous artist.

I can over print to create different patterns.

I can use feedback to make amendments and improvement to my art.

I can use a range of e-resources to create art.

Design & Technology Targets - A Year 6 Designer

I can use market research to inform my plans and ideas.

I can follow and refine my plans.

I can justify my plans in a convincing way.

I can show that I consider culture and society in my plans and designs.

I show that I can test and evaluate my products.

I can explain how products should be stored and give reasons.

I can work within a budget.

I can evaluate my product against clear criteria.

