

1. THEY'RE = THEY ARE
2. THEIR = SHOWS POSSESSION
3. THERE = SPECIFIES A LOCATION
4. YOU'RE = YOU ARE
5. YOUR = SHOWS POSSESSION
6. IT'S = IT IS
7. ITS = SHOWS POSSESSION
8. WE'RE = WE ARE
9. WERE = PAST TENSE OF 'ARE'
10. WHERE = SPECIFIES A LOCATION
11. LOOSE = NOT FIXED IN PLACE
12. LOSE = CEASE TO KEEP
13. AFFECT = ACTION
14. EFFECT = A RESULT
15. COULD'VE = COULD HAVE



Literacy



Working at the expected standard

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* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

What do we mean by "Greater Depth"?

For children who have completed the key stage 2 curriculum in writing, the teacher assessment will say one of 3 things:

- your child is working towards the expected standard and needs some support to meet national expectations
- your child is working at the expected standard for their age
- your child is working at greater depth within the expected standard and has a strong understanding of the curriculum.



2016 teacher assessment exemplification: KS2 English writing, working at greater depth, without annotation

Ref: ISBN 978-1-78644-111-9, STA/16/7521/e
PDF, 12.1MB, 18 pages

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

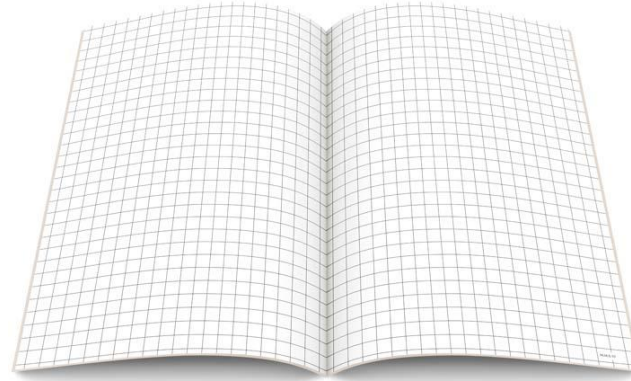
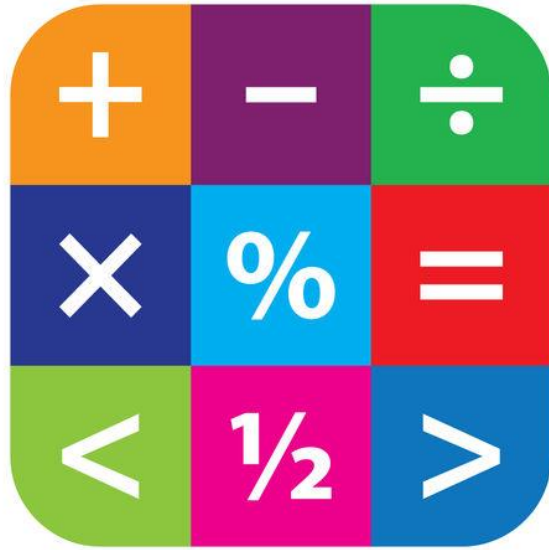
End of key stage 2 statutory assessment – Working at the expected standard							
Name: Frankie	A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences (including writing a short story)	Narrative	Description	Explanation	Newspaper report	Diary	Letter	
• creating atmosphere, and integrating dialogue to convey character and advance the action	✓				✓	N/A	✓
• 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 mostly correctly							
inverted commas	✓						
commas for clarity	✓	✓					
punctuation for parenthesis		✓					
• making some correct use of							
semi-colons	✓	✓					
dashes	✓	✓					
colons			✓	✓	✓		✓
hyphens	✓		✓	✓		✓	✓
• spelling most words correctly* (year 5 and 6)	✓	✓	✓	✓	✓	✓	✓
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	✓	✓	✓	N/A	✓	N/A	✓

End of key stage 2 statutory assessment – Working at greater depth within the expected standard							
Name: Frankie	A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences	Narrative	Description	Explanation	Newspaper report	Diary	Letter	
• managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures			✓	✓	✓	✓	✓
• selecting verb forms for meaning and effect	✓	✓	✓	✓	✓	✓	✓
• using the full range of punctuation taught at key stage 2 mostly correctly, including							
semi-colons to mark the boundary between independent clauses	✓	✓	✓	✓	✓	✓	✓
colons to mark the boundary between independent clauses	✓	✓	✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓

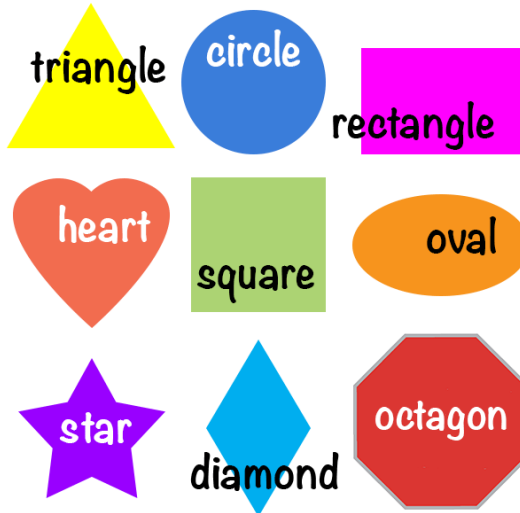
Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ across the landing. As his heart raced he stared ^{crept} into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit.

Suddenly a THUD!... He raced down the creaking stairs-even the seventh one that makes an earsplitting creak noise. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen ^{him}? ~~My~~ His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.



Maths



Times Tables					
1 × 1 = 1 2 × 1 = 2 3 × 1 = 3 4 × 1 = 4 5 × 1 = 5 6 × 1 = 6 7 × 1 = 7 8 × 1 = 8 9 × 1 = 9 10 × 1 = 10 11 × 1 = 11 12 × 1 = 12	1 × 2 = 2 2 × 2 = 4 3 × 2 = 6 4 × 2 = 8 5 × 2 = 10 6 × 2 = 12 7 × 2 = 14 8 × 2 = 16 9 × 2 = 18 10 × 2 = 20 11 × 2 = 22 12 × 2 = 24	1 × 3 = 3 2 × 3 = 6 3 × 3 = 9 4 × 3 = 12 5 × 3 = 15 6 × 3 = 18 7 × 3 = 21 8 × 3 = 24 9 × 3 = 27 10 × 3 = 30 11 × 3 = 33 12 × 3 = 36	1 × 4 = 4 2 × 4 = 8 3 × 4 = 12 4 × 4 = 16 5 × 4 = 20 6 × 4 = 24 7 × 4 = 28 8 × 4 = 32 9 × 4 = 36 10 × 4 = 40 11 × 4 = 44 12 × 4 = 48	1 × 5 = 5 2 × 5 = 10 3 × 5 = 15 4 × 5 = 20 5 × 5 = 25 6 × 5 = 30 7 × 5 = 35 8 × 5 = 40 9 × 5 = 45 10 × 5 = 50 11 × 5 = 55 12 × 5 = 60	1 × 6 = 6 2 × 6 = 12 3 × 6 = 18 4 × 6 = 24 5 × 6 = 30 6 × 6 = 36 7 × 6 = 42 8 × 6 = 48 9 × 6 = 54 10 × 6 = 60 11 × 6 = 66 12 × 6 = 72
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Mastery

A pupil really understands a mathematical concept, idea or technique if he or she can:

- describe it in his or her own words;
- represent it in a variety of ways (e.g. using concrete materials, pictures and symbols – the CPA approach)⁸
- explain it to someone else;
- make up his or her own examples (and non-examples) of it;
- see connections between it and other facts or ideas;
- recognise it in new situations and contexts;
- make use of it in various ways, including in new situations.⁹

Greater Depth

Developing mastery with greater depth is characterised by pupils' ability to:

- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination;
- independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

Fluency

- **Fluency** is at the centre of the updated National Curriculum for **maths**. In this context, “**fluency**” refers to knowing key **mathematical** facts and methods and recalling these efficiently. ... It is widely acknowledged that practice, drill and memorisation are essential if students are to become mathematically **fluent**.

22	$1,320 \div 12 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

23	$\begin{array}{r} 71 \\ \times 46 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks

Show your method

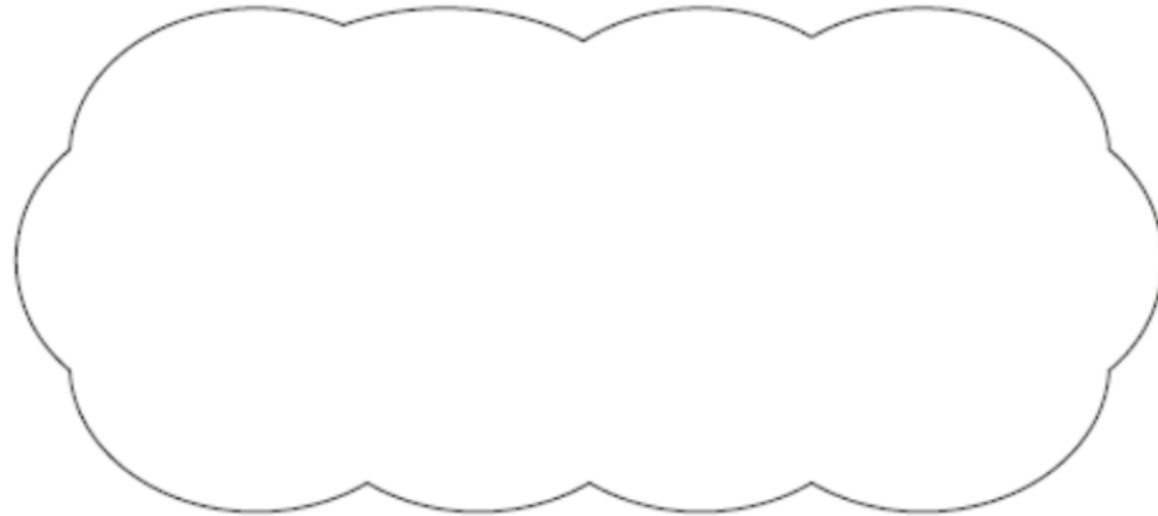
Reasoning

- **Reasoning** enables children to make use of all their other **mathematical** skills and so **reasoning** could be thought of as the 'glue' which helps mathematics makes sense.

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

complex reasoning

Problem Solving

- problem solving should be at the heart of all our maths teaching - it shouldn't be an optional extra for Friday afternoons. Problem solving is the essence of being a mathematician. Isn't that what we're trying to help our children to be?

Chocolate Orange

- 1 Two friends buy some chocolate bars.

Each bar cost £1.18



There is a special offer on.

Buy one bar, get a second half price

They buy 5 bars and split the cost equally.

How much do they each pay?

- 2 A shop owner buys oranges in boxes of 5

She buys 8 boxes of oranges.

The cost of each box is £2.40



The owner sells the oranges separately.

She sells them for 70 pence each.

By the end of the week she sells $\frac{9}{10}$ of the oranges.

How much profit has she made?