



## Parent information – Academically More Able – End of KS2

### **Recap: Working at greater depth**

'Working at greater depth' (GDS) is the term used for grading pupils who are working above expected year expectations. At the end of KS1 in Y2, children who achieved GDS in Reading, Writing or Maths were identified as AMA on entry to the Junior School.

### **What is 'working at greater depth'?**

Working at greater depth in KS2 means a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.

For example in maths, AMA pupils are encouraged to reason more precisely, deal with more complex problems, suggest multiple strategies and approaches to solving calculations, and compare different approaches, taking efficiency into account.'

In English, AMA pupils are encourage to use different sentence types and lengths, being aware of how their audience affects their tone and style, or writing with a 'reader's eye', re-reading and editing their own work to ensure it's enjoyable to read.

At the end of Y6, children are assessed by SATs in Maths, Reading and EGPS. Writing is teacher assessment. Children receive a scaled score where 100+ is judged as reaching the age-related standard, and 110+ is reaching GDS.

### **KS2 Maths: greater depth example**

#### Year 5: Roman numerals

Which year do you think uses the most Roman numeral symbols:

- a) In the last 1000 years (including this year)?
- b) In the next 1000 years?

Explain why this is? Think strategically: why won't you need to check every single year?

### **KS2 English: greater depth example**

#### Year 5: Writing

A long piece of writing with different sentence lengths and types, range of grammatical devices. Pupils then able to rewrite it in a different genre, or write the next instalment of the story using what they've inferred and deduced from the text?

#### Year 5: Reading

Emphasis and understand different character's points of view, inferring meaning using evidence from the text to justify their ideas.

## Year 6 Writing checklist

### Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed. <sup>2</sup>	

### Working at greater depth within the expected standard:

write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):	
distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register	
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <sup>^</sup>	

Name: .....

## Number – Number and Place Value

I can:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

## Number – Addition and Subtraction

I can:

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- perform mental calculations, including with mixed operations and large numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

## Number – multiplication and division

I can:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- identify common factors, common multiples and prime numbers
- perform mental calculations, including with mixed operations and large numbers
- use my knowledge of the order of operations to carry out calculations involving the four operations
- solve problems involving addition, subtraction, multiplication and division

- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

## Number – Fractions

I can:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$ ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

## Measurement

I can:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].

## Geometry – Properties of Shapes

I can:

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

## Geometry – Position and Direction

I can:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

## Statistics

I can:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

## Ratio and Proportion

I can:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

## Algebra

I can:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

**2014 National Curriculum**  
**Upper KS2 - Year 5/6 Guided Reading Questions**  
**Pupil Name:**

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**Word Reading** – Pupils should be taught to:

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.

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**Reading Comprehension** - Pupils should be taught to:

**...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**

Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind?

What genre of books does this belong to?

How does the front cover show that this book is one in a series?

What type of book is this? Is it like any others you have read?


**...reading books that are structured in different ways and reading for a range of purposes**

What does this section of text tell you about?

When might someone choose to use this book?

How is the story/information organised? Why do you think this order/these headings were chosen?

Why are we reading this text? Does it inform/excite/engage you?


**...increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**

Have you been in a similar situation to the character in this book?

Why do you think this book is regarded as a 'classic'?

Where/when is this story/poem set? Does this make a difference to how we read it?

Which do you prefer; texts set in historical times or in modern times? Why?


**...recommending books that they have read to their peers, giving reasons for their choices**

Who is this book aimed at? Do you think it is successful for this audience?

What made you choose this book?

Who would you recommend this book to? Why?


**...identifying and discussing themes and conventions in and across a wide range of writing**

What is the theme of this book? How does the author create a sense of loss/heroism ect.?

Why does the author consistently use the first person in this diary/autobiography?

How does the author use metaphor/simile/analogy?

Can you make a list of features in this text type? Does the author use these features in the way you would expect?


**...making comparisons within and across books**

How does these books deal with the same theme? Do the approaches of the authors differ?

What can you say about the viewpoint of the authors?

Have you read any other stories which handle time in this way e.g. flashbacks, dreams?


**...learning a wider range of poetry by heart**

Looking at the way the poem is organised, how does the form of the poem suit the content?

Can you find examples of simile/metaphor/alliteration/personification in this poem?

Which words or phrases particularly stick in your mind?


**...preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**

Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform?

Can you describe the characters in the play using one word?

Could you use this to help you perform their lines effectively?


maintain positive attitudes to reading and understanding of what they read by:

understanding what they read by:

<b>...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context</b>									
Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?									
Does the structure of the book help you to understand the subject?									
Now that you have read (a section), do you understand why (a character) acted in the way they did?									
<b>...asking questions to improve their understanding</b>									
If you could ask the author a question about the text, what would you ask?									
Can you create a quiz about the text for the class?									
Is there a section of the text you don't understand? Could you ask a partner for their thoughts?									
<b>...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>									
What do you think is going to happen to the main character and how will they feel about this?									
What makes you think this?									
Who would you like to meet in the story? Can you give reasons for your choice?									
Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?									
<b>...predicting what might happen from details stated and implied</b>									
Using the front cover, can you make a list of details about what you see? Who is on the cover?									
Where are they? What is in the background? How might these details give us clues about the content of the book?									
Based on what you know about (a character /event), how do you think the author will develop the story?									
Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?									
<b>...identifying how language, structure and presentation contribute to meaning</b>									
Can you list words and phrases which show you how the speaker is feeling?									
Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?									
What does... mean? Could you use a more emotive word? What about a less emotive word? What effect would this have on the story?									
Do the events happen in time order? If not, why not?									
How is the information organised and presented? Why do you think this order /these headings were chosen?									
<b>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>									
How does the title engage the reader?									
Give examples of words chosen by the author to describe (a character)? Are they effective?									
What impression does the author want the reader to have of this character? How do you know?									
Does the author have a viewpoint on...? How does s/he show this?									
<b>distinguish between statements of fact and opinion</b>									
Is it true /false that...?									
How does the author feel about this subject /the theme of this story?									
Is the aim of the text to persuade or to inform? How do you know?									
Which words does the author use to signal that this is opinion, rather than fact?									
<b>retrieve, record and present information from non-fiction</b>									
What specific information do you need to retrieve from this text?									
Where would you look for information on...?									
How could you use the contents /index /glossary to help?									
Using the information you have, can you plan a day at the museum /zoo /gallery suitable for (a consumer e.g. wheelchair user)?									
Which is the best location to sit in to watch this play? How do you know?									
<b>participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously</b>									
Can you choose a section of the text that you particularly liked?									
Discuss this with your partner; what do they think? Did they choose a different part? Why?									
<b>distinguish between statements of fact and opinion</b>									
Can you research this topic /theme independently? How might you structure your research?									
How could you present your findings to the group?									
What sort of presentation techniques would keep your audience engaged?									
<b>provide reasoned justifications for their views</b>									
Can you research this topic /theme independently? How might you structure your research?									
How could you present your findings to the group?									
Does your personal experience impact on your view about (a subject)?									
Why might someone else's view differ from your own?									