



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. ²	

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 ³ 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.^	