

## Annex 4: The coded LNF

### Introduction

This annex contains all of the Literacy and Numeracy Framework (LNF). The text is exactly the same as the wording in the Welsh Government's published Literacy and Numeracy Framework.

However, both the literacy and numeracy components of the framework have been coded. The coding has two uses.

- To provide a short-hand way of talking about particular expectation statements, or recording them on databases.
- To allow teachers to follow progression pathways through the LNF.

### How the coding works

The coding has three parts. The first character identifies the year of the expectation, the second character relates to the strand, the third to the strand and aspect (in the case of literacy) or strand and element (in the case of numeracy) and the final character, a number, identifies the progression pathway. For example:

R.WM1 refers to Reception/Writing across the curriculum:  
Meaning, purposes, readers/Pathway 1

Literacy – Writing across the curriculum Foundation Phase		Reception	
Elements	Aspects	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	R.WM1	compose and dictate a sentence describing events, experiences and pictures to communicate meaning

3.N8 refers to Year 3/Using number skills: Fractions, decimals, percentages and ratio/Pathway 8

Elements	Aspects	Code	Learners are able to:
Using number skills	Fractions, decimals, percentages and ratio	<b>3.N8</b>	use halves and quarters
		<b>3.N8a</b>	halve 2-digit numbers in the context of number, money and measure
		<b>3.N8b</b>	find fractional quantities linked to known multiplication facts, e.g. $\frac{1}{3}$ of 18, $\frac{1}{5}$ of 15.

Within the coding, where letters a, b, c, etc., are used, they are expectation statements that are all part of one progression pathway. This coding is used when the expectation statements are only separated for a year or two: later they combine into one skill-related expectation statement.

		<b>7.N13</b>	multiply and divide 3-digit by 2-digit whole numbers, extending to multiplying and dividing decimals with 1 or 2 places by single-digit whole numbers
		<b>7.N13a</b>	multiply and divide whole numbers by 0.5, 0.2, 0.1

### How the coded LNF components are organised

In the case of both the literacy and numeracy components of the LNF:

- Each of the literacy strands (oracy, reading and writing across the curriculum) is displayed separately in the sequence Routes (coloured green), Foundation Phase (bright blue), Key Stage 2 (mauve), Key Stage 3 (steel blue), ending with the Extension expectation statements (green) in the same way as in the LNF.
- Each of the literacy strands is followed by the pages containing the related Progression Pathway (yellow).
- Each of the numeracy strands (developing numerical reasoning, using number skills, using measuring skills and using data skills) is displayed on the same page, in parallel, in the sequence Routes (coloured green), Foundation Phase (bright

blue), Key Stage 2 (mauve), Key Stage 3 (steel blue), ending with the Extension expectation statements (green) in the same way as in the LNF.

- The final numeracy pages, coloured yellow, contain the Progression Pathways for the strands (yellow).
- In the Progression Pathways, the expectation statements are organised so that they show progression in learners' skills. For example, the Pathway below shows the development of learners' reading comprehension from Reception through to Year 2:

<b>R. RC2</b>	retell familiar stories in a simple way	<b>1. RC2</b>	retell events from a narrative in the right order	<b>2. RC2</b>	recall and retell narratives and information from texts with some details
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The pathway below shows the development of learners' number skills from Years 7 to 9:

<b>7.N14</b>	use the order of operations.	<b>8.N14</b>	use the order of operations including brackets.	<b>9.N14</b>	use the order of operations including brackets and powers.
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The aim is to help specialist and non-specialist teachers to plan for and assess progression (i.e. assessment for learning) since it shows the previous and next steps in the expectation statements.

When a progression pathway begins after Reception, the preceding cells that would contain expectation statements are left blank. The same is true where an expectation statement is subsumed into a higher-level skill.

Routes to literacy Oracy across the curriculum		RfL routemap			A steps		B steps		C steps	
Elements	Aspects	Code	Learners have achieved the following on the Routes for Learning (RfL) routemap:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Developing and presenting information and ideas	Speaking	RO.OS1	Communicates choice to attentive adult [RfL 37]	A.OS1	use a few very familiar words/signs or symbols	B.OS1	communicate mostly about familiar objects, people or pictures immediately present, but can also refer to their absence	C.OS1	communicate about familiar stories and symbolic play, as well as people, places and events from their wider experience	
		RO.OS2	Communicates 'more'/'no more' through two different consistent actions [RfL 28]	A.OS2	use a combination of gestures and more formal communication (signs/speech) to seek attention, to say 'no' and to satisfy needs	B.OS2	use single words/signs/symbols and some two-part phrases, e.g. to signal repetition or recurrence	C.OS2	regularly use two- and three-word phrases to communicate interests, comment, give information and ask questions to obtain simple/specific information	
		RO.OS3	Shared attention [RfL 40]	A.OS3	point to a desired item or item of interest (that is visible but out of reach) and vocalise	B.OS3	use single words/signs and a growing number of brief phrases (e.g. 'all gone', 'drink please') to express their own wishes or needs	C.OS3	understand and use 50 or more words/signs/symbols	
				A.OS3a	give a symbol/picture as a 'token' for a desired item (doesn't distinguish representation)	B.OS3a	give a symbol/picture to obtain a matching desired item	C.OS3a	find symbol/picture for desired item and add to phrase on sentence strip or tablet computer	
				A.OS5	copy actions in simple action games (e.g. Simon says . . .), attempting an action of some kind when adult uses only words	B.OS5	vocalise or press a switch to play a recorded 'part', when turn comes in repeating 'drama'/presentation	C.OS5	make an attempt at representing things/animals etc. in structured role-play activities	
Listening	RO.OL1	Changes behaviour in response to interesting event nearby [RfL 25]	A.OL1	show they understand spoken language (although they rely heavily on visual and other clues within the immediate context)	B.OL1	listen and respond appropriately to instructions accompanied by gestures, e.g. 'get your coat'	C.OL1	show they have listened to others by selecting relevant pictures from a collection		
			A.OL2	show they understand a small number of words/signs for familiar objects or people	B.OL2	show they understand up to 50 words/signs/symbols mostly in concrete contexts	C.OL2	listen to songs, rhymes and stories and express some interest		
				B.OL1a	respond appropriately to simple requests involving changing the location of objects or transferring them to people	C.OL1a	respond appropriately to simple requests which include attributes (e.g. big, dirty), possessives (e.g. my, your) and prepositions (e.g. in, on, under)			
Collaboration and discussion	RO.OC1	Initiates social game [RfL 33]	A.OC1	take own turn in group turn-taking activity.	B.OC1	listen/watch for cues that it is 'their turn' when turns do not simply 'go round the circle'.	C.OC1	initiate a 'conversation' and repeat words or phrases if not understood.		

**Literacy – Oracy  
across the curriculum**  
Foundation Phase

Elements	Aspects	Reception		Year 1		Year 2	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing and presenting information and ideas	Speaking	R.OS1	talk about things from their experience and share information	1.OS1	express an opinion on familiar subjects	2.OS1	express opinions, giving reasons, and provide appropriate answers to questions
		R.OS2	use words, phrases and simple sentences	1.OS2	talk about things they have made or done, explaining the process	2.OS3	extend their ideas or accounts by sequencing what they say and including relevant details
		R.OS3	express what they like and dislike	1.OS3	include some detail and some relevant vocabulary to extend their ideas or accounts	2.OS4	speak clearly to a range of audiences
		R.OS4	speak audibly	1.OS4	speak audibly, conveying meaning to listeners beyond their friendship group	2.OS5	adopt a specific role, using appropriate language in structured situations
		R.OS5	contribute to role-play activities using relevant language	1.OS5	adopt a role using appropriate language	2.OS6	Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>fy niaid, i dref</i>
		R.OS6	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i>	1.OS6	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>		
Listening		R.OL1	show that they have listened to others, e.g. <i>by drawing a picture</i>	1.OL1	listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i>	2.OL1	listen to others with concentration, understanding the main points and asking for clarification if needed
		R.OL2	join in, repeat or memorise rhymes, songs and stories with some support	1.OL2	join in, repeat or memorise a range of rhymes and songs	2.OL2a	retell narratives or information that they have heard, sequencing events correctly
				1.OL2a	retell narratives or information that they have heard	2.OL3	show understanding of what they have heard by asking relevant questions to find out specific information
		R.OL3	ask questions about something that has been said.	1.OL3	show understanding of what they have heard by asking questions to find out more information	2.OL4	Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i>
				1.OL4	Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes? Nac oes</i>		
		R.OC1	exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i>	1.OC1	contribute to conversations and respond to others, taking turns when prompted	2.OC1	contribute to discussion, keeping a focus on the topic and taking turns to speak
Collaboration and discussion		R.OC2	take part in activities alongside others, with some interaction.	1.OC2	take part in activities with others and talk about what they are doing.	2.OC2	share activities and information to complete a task.

**Literacy – Oracy  
across the curriculum  
Key Stage 2**

		Year 3		Year 4		Year 5		Year 6	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing and presenting information and ideas	Speaking	3.OS2	explain information and ideas using relevant vocabulary	4.OS2	explain information and ideas using supportive resources, e.g. on-screen and web-based materials	5.OS2	explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids	6.OS2	express issues and ideas clearly, using specialist vocabulary and examples
		3.OS3	organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation	4.OS3	organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points	5.OS4	speak clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors	6.OS4	speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested
		3.OS4	speak clearly, varying expression to help listeners	4.OS4	adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group	5.OS5	explore issues and themes through role play	6.OS5	explore challenging or contentious issues through sustained role play
		3.OS4a	use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor	4.OS5	explore different situations through role play	5.OS6	Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. am funud, dy fam	6.OS6	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. y llwll
		3.OS5	keep in role and support others in role play	4.OS6	Welsh-medium statement: use the most common mutations correctly, e.g. fy nghalon				
		3.OS6	Welsh-medium statement: use the most common mutations usually correctly, e.g. ar ben						
Collaboration and discussion	Listening	3.OL1	listen carefully and make connections between what they are learning and what they already know	4.OL1	listen carefully to presentations and show understanding of main points	5.OL1	listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising	6.OL1	listen carefully to presentations and show understanding of the speakers' conclusions or opinions
		3.OL3	check understanding by asking relevant questions or making relevant comments	4.OL3	after listening, respond, giving views on what the speaker has said	5.OL3	listen to others, asking questions and responding to both the content and the speakers' viewpoints	6.OL3	respond to others with questions and comments which focus on reasons, implications and next steps.
		3.OC1	contribute to group discussion, sharing ideas and information	4.OC1	contribute to group discussion and help everyone take part	5.OC1	contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up	6.OC1	contribute purposefully to group discussion to achieve agreed outcomes
		3.OC2	use talk purposefully to complete a task in a group.	4.OC2	help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.	5.OC2	build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.	6.OC2	follow up points in group discussions, showing agreement or disagreement giving reasons.

**Literacy – Oracy  
across the curriculum**  
Key Stage 3

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing and presenting information and ideas	Speaking	7.OS2	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume	8.OS2	present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions	9.OS2	present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, appeals to listeners, gestures
		7.OS4	respond to listeners' questions and comments constructively and in detail	8.OS4	respond to others' views positively and appropriately when challenged	9.OS4	respond to how listeners are reacting by adapting what they say and how they say it
		7.OS5	argue a convincing case using subject knowledge effectively, e.g. in role or debate	8.OS5	defend a point of view with information and reasons, e.g. in role or debate	9.OS5	sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate
	Listening	7.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	8.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	9.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context
		7.OL1	respond thoughtfully to others' ideas, asking pertinent questions	8.OL1	respond positively and thoughtfully to new ideas and alternative points of view	9.OL1	consider the relevance and significance of information and ideas presented to them
		7.OL3	listen to explanations of processes, sequences or points of view and identify the main points in order	8.OL3	listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration	9.OL3	listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions
Collaboration and discussion		7.OC1	make a range of contributions to discussions, e.g. leading, encouraging and supporting others	8.OC1	take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults	9.OC1	take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. chair, scribe
		7.OC3	reach consensus and agree actions in groups: e.g. agreeing a plan, weighing up reasons and evidence.	8.OC2	discuss opposing viewpoints and negotiate ways forward.	9.OC2	recognise a range of options for action and reach agreement to achieve the aims of the group.

Literacy - Oracy across the curriculum More able and talented			Extension
Elements	Aspects	Code	Learners are able to do the following.
Developing and presenting information and ideas	Speaking	E.O1	Learners continue to develop their speaking and listening skills, and their skills in contributing to and working with others in groups. In formal presentations they are fluent, they articulate clearly and use a range of techniques, including choice of vocabulary, expression, gestures and eye contact, to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In informal contexts they adapt to the nature and size of the group and use collaborative language, such as suggestions and tentative proposals, to reach shared conclusions.
	Listening		They listen carefully to both individual speakers and group discussions, keeping track of ideas and arguments and trying to understand others' points of view. Their sensitivity in listening is shown in following others' ideas, testing them out through application in different contexts, analysing conclusions and criticising constructively. In group work they are alert to what will enable the group to progress and adapt their contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.
	Collaboration and discussion		



Routes to literacy Oracy across the curriculum								
Elements			Aspects					
Developing and presenting information and ideas			Speaking			Listening		
						Collaboration and discussion		

**Literacy – Oracy**  
Foundation Phase

Foundation Phase			Reception		Year 1		Year 2	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Developing and presenting information and ideas	Speaking	R.OS1	talk about things from their experience and share information	1.OS1	express an opinion on familiar subjects	2.OS1	express opinions, giving reasons, and provide appropriate answers to questions	
		R.OS2	use words, phrases and simple sentences	1.OS2	talk about things they have made or done, explaining the process	2.OS2		
		R.OS3	express what they like and dislike	1.OS3	include some detail and some relevant vocabulary to extend their ideas or accounts	2.OS3	extend their ideas or accounts by sequencing what they say and including relevant details	
		R.OS3a		1.OS3a		2.OS3a		
		R.OS4	speak audibly	1.OS4	speak audibly, conveying meaning to listeners beyond their friendship group	2.OS4	speak clearly to a range of audiences	
		R.OS4a		1.OS4a		2.OS4a		
	Listening	R.OS5	contribute to role-play activities using relevant language	1.OS5	adopt a role using appropriate language	2.OS5	adopt a specific role, using appropriate language in structured situations	
		R.OS6	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i>	1.OS6	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>	2.OS6	Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>fy mag, i dref</i>	
		R.OL1	show that they have listened to others, e.g. <i>by drawing a picture</i>	1.OL1	listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i>	2.OL1	listen to others with concentration, understanding the main points and asking for clarification if needed	
		R.OL1a		1.OL1a		2.OL1a		
Collaboration and discussion	R.OL2	join in, repeat or memorise rhymes, songs and stories with some support	1.OL2	join in, repeat or memorise a range of rhymes and songs	2.OL2			
	R.OL2a		1.OL2a	retell narratives or information that they have heard	2.OL2a	retell narratives or information that they have heard, sequencing events correctly		
	R.OL3	ask questions about something that has been said	1.OL3	show understanding of what they have heard by asking questions to find out more information	2.OL3	show understanding of what they have heard by asking relevant questions to find out specific information		
	R.OL4		1.OL4	Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes/Nac oes</i>	2.OL4	Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i>		
	R.OC1	exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i>	1.OC1	contribute to conversations and respond to others, taking turns when prompted	2.OC1	contribute to discussion, keeping a focus on the topic and taking turns to speak		
	R.OC2	take part in activities alongside others, with some interaction.	1.OC2	take part in activities with others and talk about what they are doing.	2.OC2	share activities and information to complete a task.		

**Literacy – Oracy**  
across the curriculum  
Key Stage 2

		Year 3		Year 4		Year 5		Year 6	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing and presenting information and ideas	Speaking	3.OS1		4.OS1		5.OS1		6.OS1	
		3.OS2	explain information and ideas using relevant vocabulary	4.OS2	explain information and ideas using supportive resources, e.g. on-screen and web-based materials	5.OS2	explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids	6.OS2	express issues and ideas clearly, using specialist vocabulary and examples
		3.OS3	organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation	4.OS3	organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points	5.OS3		6.OS3	
		3.OS3a		4.OS3a		5.OS3a		6.OS3a	
		3.OS4	speak clearly, varying expression to help listeners	4.OS4	adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group	5.OS4	speak clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors	6.OS4	speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested
		3.OS4a	use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor	4.OS4a		5.OS4a		6.OS4a	
	Listening	3.OS5	keep in role and support others in role play	4.OS5	explore different situations through role play	5.OS5	explore issues and themes through role play	6.OS5	explore challenging or contentious issues through sustained role play
		3.OS6	Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i>	4.OS6	Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghŷn</i>	5.OS6	Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i>	6.OS6	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llyhai</i>
		3.OL1	listen carefully and make connections between what they are learning and what they already know	4.OL1	listen carefully to presentations and show understanding of main points	5.OL1	listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising	6.OL1	listen carefully to presentations and show understanding of the speakers' conclusions or opinions
		3.OL1a		4.OL1a		5.OL1a		6.OL1a	
Collaboration and discussion	Collaboration and discussion	3.OL2		4.OL2		5.OL2		6.OL2	
		3.OL2a		4.OL2a		5.OL2a		6.OL2a	
		3.OL3	check understanding by asking relevant questions or making relevant comments	4.OL3	after listening, respond, giving views on what the speaker has said	5.OL3	listen to others, asking questions and responding to both the content and the speakers' viewpoints	6.OL3	respond to others with questions and comments which focus on reasons, implications and next steps
		3.OL4		4.OL4		5.OL4		6.OL4	
		3.OC1	contribute to group discussion, sharing ideas and information	4.OC1	contribute to group discussion and help everyone take part	5.OC1	contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up	6.OC1	contribute purposefully to group discussion to achieve agreed outcomes
		3.OC2	use talk purposefully to complete a task in a group.	4.OC2	help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.	5.OC2	build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.	6.OC2	follow up points in group discussions, showing agreement or disagreement giving reasons.

**Literacy – Oracy**  
across the curriculum  
Key Stage 3

across the curriculum			Year 7		Year 8		Year 9		
Key Stage 3		Aspects		Learners are able to:		Learners are able to:		Learners are able to:	
Elements  Developing and presenting information and ideas	Speaking	Code		Code		Code		Code	
		7.OS1		8.OS1		9.OS1			
		7.OS2	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. <i>expression, tone of voice, volume</i>	8.OS2	present topics and ideas coherently, using techniques effectively, e.g. <i>a clear structure, anecdote to illustrate, plausible conclusions</i>	9.OS2	present ideas and issues convincingly using a range of techniques for impact, e.g. <i>rhetorical questions, appeals to listeners, gestures</i>		
		7.OS3		8.OS3		9.OS3			
		7.OS3a		8.OS3a		9.OS3a			
		7.OS4	respond to listeners' questions and comments constructively and in detail	8.OS4	respond to others' views positively and appropriately when challenged	9.OS4	respond to how listeners are reacting by adapting what they say and how they say it		
		7.OS4a		8.OS4a		9.OS4a			
		7.OS5	argue a convincing case using subject knowledge effectively, e.g. <i>in role or debate</i>	8.OS5	defend a point of view with information and reasons, e.g. <i>in role or debate</i>	9.OS5	sustain a convincing point of view, anticipating and responding to other perspectives, e.g. <i>in role or debate</i>		
		7.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	8.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context	9.OS6	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context		
	Listening	7.OL1	respond thoughtfully to others' ideas, asking pertinent questions	8.OL1	respond positively and thoughtfully to new ideas and alternative points of view	9.OL1	consider the relevance and significance of information and ideas presented to them		
7.OL1a			8.OL1a		9.OL1a				
7.OL2			8.OL2		9.OL2				
7.OL2a			8.OL2a		9.OL2a				
7.OL3	listen to explanations of processes, sequences or points of view and identify the main points in order	8.OL3	listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. <i>to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	9.OL3	listen to information and ideas and identify how they are presented to promote a particular view point, e.g. <i>use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>				
7.OL4		8.OL4		9.OL4					
Collaboration and discussion		7.OC1	make a range of contributions to discussions, e.g. <i>leading, encouraging and supporting others</i>	8.OC1	take a range of roles, e.g. <i>organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i>	9.OC1	take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. <i>chair, scribe</i>		
		7.OC3	reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence.	8.OC2	discuss opposing viewpoints and negotiate ways forward.	9.OC2	recognise a range of options for action and reach agreement to achieve the aims of the group.		

Literacy - Oracy across the curriculum More able and talented			Extension	
Elements	Aspects	Code	Learners are able to do the following.	
Developing and presenting information and ideas	Speaking	E.01	Learners continue to develop their speaking and listening skills, and their skills in contributing to and working with others in groups. In formal presentations they are fluent, they articulate clearly and use a range of techniques, including choice of vocabulary, expression, gestures and eye contact, to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In informal contexts they adapt to the nature and size of the group and use collaborative language, such as suggestions and tentative proposals, to reach shared conclusions.	
	Listening		They listen carefully to both individual speakers and group discussions, keeping track of ideas and arguments and trying to understand others' points of view. Their sensitivity in listening is shown in following others' ideas, testing them out through application in different contexts, analysing conclusions and criticising constructively. In group work they are alert to what will enable the group to progress and adapt their contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.	
	Collaboration and discussion			

## Routes to literacy Reading across the curriculum

Elements	Aspects	RfL routemap		A steps		B steps		C steps	
		Code	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading strategies	RO.RS1	Purposeful action on everyday environment [RfL 24]	ARS1	seek out 'representational' items, e.g. pictures, photos, tactile/flap books, etc.	B.RS1	hold/turn a book the right way up	C.RS1	handle a book, turning pages mostly from front to back, looking at them with interest
		RO.RS1b	Shared attention [RfL 40]	ARS1a	show increased attention to some books, while discarding others	B.RS1a	point to picture of a character in a familiar story	C.RS1a	look at left page in a book before right page
				ARS1b	attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals	B.RS3a	match a familiar person to a clear photograph of that person	C.RS7	'read' a pictorial or symbolic timeline and say what is going to happen
						B.RS3	find own name in a range of settings in the classroom	C.RS3	find a wanted item by examining/interpreting labels
							bring favourite book to an adult for them to read	C.RS3a	match very familiar words and recognise a few specific letters, e.g. letters of own name
Responding to what had been read	Comprehension	RO.RC2	Express preference for items not present via symbolic means [RfL 41]	ARC2	listen with interest to sounds recorded on a 'step-by-step' switch, or in a talking story on PC; use switch or touchscreen to repeat sounds and move the story on	B.RC2	activate sound or speech corresponding to a picture in a familiar story, e.g. choose switch (from two) and press to play appropriate sound	C.RC2	use pictures to sequence (three) key events in a familiar story
				ARC2a	vocalise in response to a particular feature of a familiar story.	B.RC2a	use a (spoken) word or select an object or symbol to 'describe' a feature depicted within a storybook	C.RC2a	refer to or comment on print in the environment, e.g. labels, notices
						B.RC2b	match items in a story sack to characters, places or events in a very familiar story	C.RC2b	volunteer some information about a familiar story
								C.RC3	follow simple two-stage instructions 'written' in pictures or symbols
		RO.RA1	Shared attention [RfL 40]	ARA1	anticipate repeating pattern in a story, e.g. smiling at 'fi, fo, foe, fum'	B.RA1	look at one or two favourite familiar picture books (or sensory equivalent) with an adult, paying attention to specific aspects of the picture, indicated by the adult	C.RA1	look at and sustain interest in texts with/without an adult
Response and analysis	Response	RO.RA2	Communicates 'more'/'no more' through two different consistent actions [RfL 28]	ARA2	show specific reaction to sensory aspect of a well-known story, e.g. laughter and excitement in battle scene, unease at 'spooky' music.	B.RA2	imitate (e.g. copying facial expression) or empathise (e.g. oh!) in response to specific event happening to a character in a familiar story	C.RA2	express in some way (when prompted) their personal attitude to or interest in a story that has just been read, e.g. like/dislike, recall of specific event, etc.
						B.RA2a	show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished.		

**Literacy – Reading  
across the curriculum**  
Foundation Phase

Literacy – Reading across the curriculum		Reception			Year 1		Year 2	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Locating, selecting and using information	Reading strategies	R.RS1	choose reading materials including books	1.RS1	choose reading materials and explain what the text is about and why they like it	2.RS1	choose reading materials independently giving reasons for their choices	
		R.RS2	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): - blend combinations of letters - segment combinations of letters	1.RS2	apply the following reading strategies with increasing independence: - phonic strategies to decode words - recognition of high-frequency words - context clues, e.g. <i>prior knowledge</i> - graphic and syntactic clues - self-correction, including re-reading and reading ahead	2.RS2	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: - phonic strategies - recognition of high-frequency words - context clues, e.g. <i>prior knowledge</i> - graphic and syntactic clues - self-correction, including re-reading and reading ahead	
		R.RS3	read simple words such as consonant-vowel-consonant words	1.RS3	read suitable texts with accuracy and fluency	2.RS3	read a range of suitable texts with increasing accuracy and fluency	
		R.RS3a	read simple captions and texts recognising high-frequency words	1.RS4	read aloud with attention to full stops and question marks	2.RS4	read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace	
		R.RS4	show an awareness of full stops when reading	1.RS4a	read aloud with expression, showing awareness of exclamation and speech marks	2.RS6	identify and use text features, e.g. <i>titles, headings and pictures, to locate and understand specific information</i>	
		R.RS6	show an awareness of the difference between stories and information texts	1.RS6	identify simple text features such as titles and pictures to indicate what the text is about	2.RS6a	look for key words to find out what the text is about	
		R.RS7	make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i>	1.RS6a	look for clues in the text to understand information	2.RS7	use the different features of texts to make meaning, e.g. <i>pictures, charts and layout</i>	
		R.RS8	recognise and make meaning from words and pictures on-screen	1.RS7	understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>	2.RS8	identify key words to search for information on-screen, and modify search words as necessary	
Responding to what had been read	Comprehension			1.RS8	identify words and pictures on-screen which are related to a topic			
		R.RC2	retell familiar stories in a simple way	1.RC2	retell events from a narrative in the right order	2.RC2	recall and retell narratives and information from texts with some details	
		R.RC3	identify information from a text using visual features and words	1.RC3	identify information related to the subject of a text	2.RC3	identify information from a text accurately and sort into categories or headings	
		R.RC6	relate information and ideas from a text to personal experience	1.RC2b	recall details from information texts	2.RC2b	explain relevant details from texts	
				1.RC6	use personal experience to support understanding of texts	2.RC6	draw upon relevant personal experience and prior knowledge to support understanding of texts	
		R.RA1	show an interest in books and other reading materials and respond to their content	1.RA1	express a view about the information in a text	2.RA1	express views about information and details in a text	
	Response and analysis	R.RA2	follow texts read to them and respond appropriately	1.RA2	explore language, information and events in texts	2.RA2	show understanding and express opinions about language, information and events in texts	
				1.RA3	make links between texts read and other information about the topic.	2.RA3	make links between texts read and new information about the topic.	

**Literacy – Reading  
across the curriculum**

**Key Stage 2**

Elements	Aspects	Year 3			Year 4			Year 5			Year 6		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading strategies	3.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	4.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	5.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	6.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context				
		3.RS3	read short information texts independently with concentration	4.RS3	read texts, including those with few visual clues, independently with concentration	5.RS3	read extended texts independently for sustained periods	6.RS3	read complex texts independently for sustained periods				
		3.RS4	read aloud using punctuation to aid expression	4.RS4	use understanding of sentence structure and punctuation to make meaning	5.RS4	identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	6.RS4	understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i>				
		3.RS5	skim to gain an overview of a text, e.g. <i>topic, purpose</i>	4.RS5	skim to gain the gist of a text or the main idea in a chapter	5.RS5	use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i>	6.RS5	use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i>				
		3.RS5a	look for specific information in texts using contents, indexes, glossaries, dictionaries	4.RS5a	scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i>	5.RS5a	scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i>	6.RS5a	read closely, annotating for specific purposes				
		3.RS7	use visual clues, e.g. <i>illustration, photographs, diagrams and charts, to enhance understanding</i>	4.RS6	identify how texts differ in purpose, structure and layout	5.RS6	identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i>	6.RS8	use internet searches carefully, deciding which sources to read and believe.				
		3.RS6	identify different purposes of texts, e.g. <i>to inform, instruct, explain</i>	4.RS8	find information and ideas from web pages, using different search methods, considering which are the most efficient methods.	5.RS8	use information from trusted sources, on-screen and on paper, selecting and downloading as necessary.						
		3.RS6a	identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i>										
		3.RS8	locate information on web pages using screen features, e.g. <i>toolbars, side bars, headings, arrows.</i>										



**Literacy – Reading  
across the curriculum**

**Key Stage 2**

Elements	Aspects	Year 3		Year 4		Year 5		Year 6	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Responding to what had been read	Comprehension	3.RC3	accurately identify the topic and main ideas of a text, e.g. <i>by highlighting, using key words of the text</i>	4.RC3	accurately identify the main points and supporting information in texts	5.RC3	show understanding of main ideas and significant details in texts, e.g. <i>mind mapping showing hierarchy of ideas, flowchart identifying a process</i>	6.RC3	show understanding of main ideas and significant details in different texts on the same topic
		3.RC4	deduce ideas and information by linking explicit statements, e.g. <i>cause and effect</i>	4.RC4	deduce connections between information, e.g. <i>sequence, importance</i>	5.RC4	infer meaning which is not explicitly stated, e.g. <i>what happens next?, why did he/she do that?</i>	6.RC4	infer ideas which are not explicitly stated, e.g. <i>writers' viewpoints or attitudes</i>
		3.RC6	take an interest in information beyond their personal experience.	4.RC6	explore information and ideas beyond their personal experience.	5.RC6	identify and explore ideas and information that interest them.	6.RC6	identify ideas and information that interest them to develop further understanding.
Response and analysis		3.RA2	use information from texts in their discussion or writing	4.RA2	select and use information and ideas from texts	5.RA3	gather and organise information and ideas from different sources	6.RA3	collate and make connections, e.g. <i>prioritising, categorising, between information and ideas from different sources</i>
		3.RA3	make links between what they read and what they already know and believe about the topic.	4.RA3	understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print</i> .	5.RA5	identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i>	6.RA4	distinguish between facts, theories and opinions
						5.RA6	consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i>	6.RA5	compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i>
								6.RA6	consider whether a text is effective in conveying information and ideas.

**Literacy – Reading  
across the curriculum**

**Key Stage 3**

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading strategies	7.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts	8.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts	9.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts
		7.RS5	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	8.RS5	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	9.RS5	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>
		7.RS8	assess the quality and reliability of information on web pages, considering its origins and verifying accuracy	8.RS8	be selective about which internet sources to download or quote depending on their reliability and relevance	9.RS8	make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues
		7.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	8.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	9.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
Responding to what has been read	Comprehension	7.RC3	select the main points from texts and identify how information and evidence are used to support them	8.RC3	locate and selectively use additional information and evidence from different sources	9.RC3	follow up and use additional material in texts to extend understanding
		7.RC4	read between the lines using inference and deduction	8.RC4	use inference and deduction to understand layers of meaning	9.RC4	gain a full understanding of texts using inference, deduction and analysis
		7.RC5	identify how a text is organised, e.g. <i>logically or thematically, to make the content clear and informative</i>	8.RC5	make connections between texts, their themes and factual content, and identify any agreement and contradictions	9.RC5	compare and contrast themes and issues across a range of texts
		7.RC6	follow up initial ideas that interest them by further research	8.RC6	read around a topic that interests them and develop a broader understanding of it through research	9.RC6	research a wide range of sources to develop a full understanding of a topic or issue
Response and analysis		7.RA3	collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue, from different texts</i>	8.RA3	summarise and synthesise information, e.g. <i>concise account of a broad topic, using different sources</i>	9.RA3	synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns, using different sources</i>
		7.RA4	distinguish between facts, theories and opinions and use evidence to show the differences	8.RA4	distinguish between bias and objectivity and explain how they are different	9.RA4	distinguish between facts/evidence and bias/argument
		7.RA5	compare views of the same topic and consider which is most valid	8.RA5	identify different views of a topic and any areas of agreement and contradiction	9.RA5	identify different interpretations of facts and information and evaluate their relative merits
		7.RA6	evaluate the content, presentation and appeal of a text.	8.RA6	evaluate texts in terms of quality and level of interest.	9.RA6	evaluate the usefulness and reliability of texts.

Literacy - Reading across the curriculum More able and talented			Extension	
Elements	Aspects	Code	Learners are able to do the following.	
Locating, selecting and using information	Reading Strategies	E.R1	Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.	
Responding to what has been read	Comprehension		They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.	
	Response and analysis			

Routes to Literacy  
Reading across  
the curriculum

Elements
Aspects

Locating, selecting and using information
Reading Strategies

Routes to Literacy Reading across the curriculum		RtL routemap		A steps		B steps		C steps	
		Code	Learners have achieved the following on the Routes for Learning (RtL) routemap.	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading Strategies	RO.RS1	Purposeful action on everyday environment [RtL 24]	A.RS1	seek out 'representational' items, e.g. pictures, photos, tactile/flap books, etc.	B.RS1	hold/turn a book the right way up	C.RS1	handle a book, turning pages mostly from front to back, looking at them with interest
		RO.RS1a		A.RS1a	show increased attention to some books, while discarding others	B.RS1a	point to picture of a character in a familiar story	C.RS1a	look at left page in a book before right page
		RO.RS1b	Shared attention [RtL 40]	A.RS1b	attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals	B.RS1b	bring favourite book to an adult for them to read	C.RS1b	
		RO.RS2		A.RS2		B.RS2		C.RS2	
		RO.RS3		A.RS3		B.RS3	find own name in a range of settings in the classroom	C.RS3	find a wanted item by examining/interpreting labels
		RO.RS3a		A.RS3a		B.RS3a	match a familiar person to a clear photograph of that person	C.RS3a	match very familiar words and recognise a few specific letters, e.g. letters of own name
		RO.RS4		A.RS4		B.RS4		C.RS4	
		RO.RS4a		A.RS4a		B.RS4a		C.RS4a	
		RO.RS5		A.RS5		B.RS5		C.RS5	
		RO.RS5a		A.RS5a		B.RS5a		C.RS5a	
		RO.RS6		A.RS6		B.RS6		C.RS6	
		RO.RS6a		A.RS6a		B.RS6a		C.RS6a	
		RO.RS7		A.RS7		B.RS7		C.RS7	'read' a pictorial or symbolic timeline and say what is going to happen
		RO.RS8		A.RS8		B.RS8		C.RS8	

Routes to Literacy Reading across the curriculum	
Elements	Aspects
Responding to what had been read	Comprehension
	Response and analysis

Responding to what had been read

Comprehension

RO.RC1

RO.RC2

RO.RC2a

RO.RC2b

RO.RC3

RO.RC4

RO.RC5

RO.RC6

RO.RA1

RO.RA2

RO.RA2a

RO.RA3

RO.RA4

RO.RA5

RO.RA6

A.RC1

A.RC2

A.RC2a

A.RC2b

A.RC3

A.RC4

A.RC5

A.RC6

A.RA1

A.RA2

A.RA2a

A.RA3

A.RA4

A.RA5

A.RA6

B.RC1

B.RC2

B.RC2a

B.RC2b

B.RC3

B.RC4

B.RC5

B.RC6

B.RA1

B.RA2

B.RA2a

B.RA3

B.RA4

B.RA5

B.RA6

C.RC1

C.RC2

C.RC2a

C.RC2b

C.RC3

C.RC4

C.RC5

C.RC6

C.RA1

C.RA2

C.RA2a

C.RA3

C.RA4

C.RA5

C.RA6

use pictures to sequence (three) key events in a familiar story

refer to or comment on print in the environment, e.g. labels, notices

volunteer some information about a familiar story

follow simple two-stage instructions 'written' in pictures or symbols

look at and sustain interest in texts with/ without an adult

express in some way (when prompted) their personal attitude to or interest in a story that has just been read, e.g. /like/ dislike, recall of specific event, etc.

show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished.

**Literacy – Reading  
across the curriculum**  
Foundation Phase

Elements	Aspects	Reception			Year 1		Year 2	
		Code	Learners are able to:		Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading Strategies	R.RS1	choose reading materials including books		1.RS1	choose reading materials and explain what the text is about and why they like it	2.RS1	choose reading materials independently giving reasons for their choices
		R.RS1a			1.RS1a		2.RS1a	
		R.RS1b			1.RS1b		2.RS1b	
		R.RS2	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): - blend combinations of letters - segment combinations of letters		1.RS2	apply the following reading strategies with increasing independence: - phonic strategies to decode words - recognition of high-frequency words - context clues, e.g. <i>prior knowledge</i> - graphic and syntactic clues - self-correction, including re-reading and reading ahead	2.RS2	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: - phonic strategies - recognition of high-frequency words - context clues, e.g. <i>prior knowledge</i> - graphic and syntactic clues - self-correction, including re-reading and reading ahead
		R.RS3	read simple words such as consonant-vowel-consonant words		1.RS3	read suitable texts with accuracy and fluency	2.RS3	read a range of suitable texts with increasing accuracy and fluency
		R.RS3a	read simple captions and texts recognising high-frequency words		1.RS3a		2.RS3a	
		R.RS4	show an awareness of full stops when reading		1.RS4	read aloud with attention to full stops and question marks	2.RS4	read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace
		R.RS4a			1.RS4a	read aloud with expression, showing awareness of exclamation and speech marks	2.RS4a	
		R.RS5			1.RS5		2.RS5	
		R.RS5a			1.RS5a		2.RS5a	
		R.RS6	show an awareness of the difference between stories and information texts		1.RS6	Identify simple text features such as titles and pictures to indicate what the text is about	2.RS6	Identify and use text features, e.g. <i>titles, headings and pictures</i> , to locate and understand specific information
		R.RS6a			1.RS6a	look for clues in the text to understand information	2.RS6a	look for key words to find out what the text is about
		R.RS7	make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i>		1.RS7	understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>	2.RS7	use the different features of texts to make meaning, e.g. <i>pictures, charts and layout</i>
		R.RS8	recognise and make meaning from words and pictures on-screen		1.RS8	Identify words and pictures on-screen which are related to a topic	2.RS8	Identify key words to search for information on-screen, and modify search words as necessary

**Literacy – Reading  
across the curriculum  
Foundation Phase**

Elements	Aspects	Reception		Year 1		Year 2	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Responding to what had been read	Comprehension	R.RC1		1.RC1		2.RC1	
		R.RC2	retell familiar stories in a simple way	1.RC2	retell events from a narrative in the right order	2.RC2	recall and retell narratives and information from texts with some details
		R.RC2a		1.RC2a		2.RC2a	
		R.RC2b		1.RC2b	recall details from information texts	2.RC2b	explain relevant details from texts
		R.RC3	identify information from a text using visual features and words	1.RC3	Identify information related to the subject of a text	2.RC3	identify information from a text accurately and sort into categories or headings
		R.RC4		1.RC4		2.RC4	
Response and analysis		R.RC5		1.RC5		2.RC5	
		R.RC6	relate information and ideas from a text to personal experience	1.RC6	use personal experience to support understanding of texts	2.RC6	draw upon relevant personal experience and prior knowledge to support understanding of texts
		R.RA1	show an interest in books and other reading materials and respond to their content	1.RA1	express a view about the information in a text	2.RA1	express views about information and details in a text
		R.RA2	follow texts read to them and respond appropriately.	1.RA2	explore language, information and events in texts	2.RA2	show understanding and express opinions about language, information and events in texts
		R.RA2a		1.RA2a		2.RA2a	
		R.RA3		1.RA3	make links between texts read and other information about the topic.	2.RA3	make links between texts read and new information about the topic.
		R.RA4		1.RA4		2.RA4	
		R.RA5		1.RA5		2.RA5	
		R.RA6		1.RA6		2.RA6	

## Literacy – Reading across the curriculum

### Key Stage 2

Elements	Aspects	Year 3		Year 4		Year 5		Year 6	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading Strategies	3.RS1		4.RS1		5.RS1		6.RS1	
		3.RS1a		4.RS1a		5.RS1a		6.RS1a	
		3.RS1b		4.RS1b		5.RS1b		6.RS1b	
		3.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	4.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	5.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	6.RS2	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
		3.RS3	read short information texts independently with concentration	4.RS3	read texts, including those with few visual clues, independently with concentration	5.RS3	read extended texts independently for sustained periods	6.RS3	read complex texts independently for sustained periods
		3.RS3a		4.RS3a		5.RS3a		6.RS3a	
		3.RS4	read aloud using punctuation to aid expression	4.RS4	use understanding of sentence structure and punctuation to make meaning	5.RS4	identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	6.RS4	understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i>
		3.RS4a		4.RS4a		5.RS4a		6.RS4a	
		3.RS5	skim to gain an overview of a text, e.g. <i>topic, purpose</i>	4.RS5	skim to gain the gist of a text or the main idea in a chapter	5.RS5	use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i>	6.RS5	use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i>
		3.RS5a	look for specific information in texts using contents, indexes, glossaries, dictionaries	4.RS5a	scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i>	5.RS5a	scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i>	6.RS5a	read closely, annotating for specific purposes
		3.RS6	identify different purposes of texts, e.g. <i>to inform, instruct, explain</i>	4.RS6	identify how texts differ in purpose, structure and layout	5.RS6	identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i>	6.RS6	
		3.RS6a	identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i>	4.RS6a		5.RS6a		6.RS6a	
		3.RS7	use visual clues, e.g. <i>illustration, photographs, diagrams and charts, to enhance understanding</i>	4.RS7		5.RS7		6.RS7	
		3.RS8	locate information on web pages using screen features, e.g. <i>toolbars, side bars, headings, arrows</i>	4.RS8	find information and ideas from web pages, using different search methods, considering which are the most efficient methods	5.RS8	Use information from trusted sources, on-screen and on paper, and downloading as necessary	6.RS8	Use internet searches carefully, deciding which sources to read and believe



**Literacy – Reading  
across the curriculum**  
Key Stage 2

Elements	Aspects	Year 3		Year 4		Year 5		Year 6	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Responding to what had been read	Comprehension	3.RC1		4.RC1		5.RC1		6.RC1	
		3.RC2		4.RC2		5.RC2		6.RC2	
		3.RC2a		4.RC2a		5.RC2a		6.RC2a	
		3.RC2b		4.RC2b		5.RC2b		6.RC2b	
		3.RC3	accurately identify the topic and main ideas of a text, e.g. <i>by highlighting, using key words of the text</i>	4.RC3	accurately identify the main points and supporting information in texts	5.RC3	show understanding of main ideas and significant details in texts, e.g. <i>mind mapping showing hierarchy of ideas, flowchart identifying a process</i>	6.RC3	show understanding of main ideas and significant details in different texts on the same topic
		3.RC4	deduce ideas and information by linking explicit statements, e.g. <i>cause and effect</i>	4.RC4	deduce connections between information, e.g. <i>sequence, importance</i>	5.RC4	infer meaning which is not explicitly stated, e.g. <i>what happens next?, why did he/she do that?</i>	6.RC4	infer ideas which are not explicitly stated, e.g. <i>writers' viewpoints or attitudes</i>
Response and analysis		3.RC5		4.RC5		5.RC5		6.RC5	
		3.RC6	take an interest in information beyond their personal experience	4.RC6	explore information and ideas beyond their personal experience	5.RC6	identify and explore ideas and information that interest them	6.RC6	identify ideas and information that interest them to develop further understanding
		3.RA1		4.RA1		5.RA1		6.RA1	
		3.RA2	use information from texts in their discussion or writing	4.RA2	select and use information and ideas from texts	5.RA2		6.RA2	
		3.RA2a		4.RA2a		5.RA2a		6.RA2a	
		3.RA3	make links between what they read and what they already know and believe about the topic.	4.RA3	understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print</i> .	5.RA3	gather and organise information and ideas from different sources	6.RA3	collate and make connections, e.g. <i>prioritising, categorising, between information and ideas from different sources</i>
		3.RA4		4.RA4		5.RA4		6.RA4	distinguish between facts, theories and opinions
		3.RA5		4.RA5		5.RA5	identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i>	6.RA5	Compare the viewpoint
		3.RA6		4.RA6		5.RA6	consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i>	6.RA6	consider whether a text is effective in conveying information and ideas.

**Literacy – Reading  
across the curriculum**

**Key Stage 3**

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Locating, selecting and using information	Reading Strategies	7.RS1		8.RS1		9.RS1	
		7.RS1a		8.RS1a		9.RS1a	
		7.RS1b		8.RS1b		9.RS1b	
		7.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context to make sense of words, sentences and whole texts	8.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts	9.RS2	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts
		7.RS3		8.RS3		9.RS3	
		7.RS3a		8.RS3a		9.RS3a	
		7.RS4		8.RS4		9.RS4	
		7.RS4a		8.RS4a		9.RS4a	
		7.RS5	use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information	8.RS5	use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information	9.RS5	use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information
		7.RS5a		8.RS5a		9.RS5a	
		7.RS6		8.RS6		9.RS6	
		7.RS6a		8.RS6a		9.RS6a	
		7.RS7		8.RS7		9.RS7	
		7.RS8	assess the quality and reliability of information on web pages, considering its origins and verifying accuracy	8.RS8	be selective about which internet sources to download or quote depending on their reliability and relevance	9.RS8	make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues

**Literacy – Reading  
across the curriculum**  
Key Stage 3

Elements	Aspects	Year 7			Year 8			Year 9		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Responding to what has been read	Comprehension	7.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	8.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	9.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	9.RC1	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	
		7.RC2		8.RC2		9.RC2		9.RC2		
		7.RC2a		8.RC2a		9.RC2a		9.RC2a		
		7.RC2b		8.RC2b		9.RC2b		9.RC2b		
		7.RC3	select the main points from texts and identify how information and evidence are used to support them	8.RC3	locate and selectively use additional information and evidence from different sources	9.RC3	follow up and use additional material in texts to extend understanding	9.RC3	follow up and use additional material in texts to extend understanding	
		7.RC4	read between the lines using inference and deduction	8.RC4	use inference and deduction to understand layers of meaning	9.RC4	gain a full understanding of texts using inference, deduction and analysis	9.RC4	gain a full understanding of texts using inference, deduction and analysis	
		7.RC5	identify how a text is organised, e.g. <i>logically or thematically</i> , to make the content clear and informative	8.RC5	make connections between texts, their themes and factual content, and identify any agreement and contradictions	9.RC5	compare and contrast themes and issues across a range of texts	9.RC5	compare and contrast themes and issues across a range of texts	
		7.RC6	follow up initial ideas that interest them by further research	8.RC6	read around a topic that interests them and develop a broader understanding of it through research	9.RC6	research a wide range of sources to develop a full understanding of a topic or issue	9.RC6	research a wide range of sources to develop a full understanding of a topic or issue	
		7.RA1		8.RA1		9.RA1		9.RA1		
		7.RA2		8.RA2		9.RA2		9.RA2		
Response and analysis		7.RA2a		8.RA2a		9.RA2a		9.RA2a		
		7.RA3	collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue, from different texts</i>	8.RA3	summarise and synthesise information, e.g. <i>concise account of a broad topic, using different sources</i>	9.RA3	synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns, using different sources</i>	9.RA3	synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns, using different sources</i>	
		7.RA4	distinguish between facts, theories and opinions and use evidence to show the differences	8.RA4	distinguish between bias and objectivity and explain how they are different	9.RA4	distinguish between facts/evidence and bias/argument	9.RA4	distinguish between facts/evidence and bias/argument	
		7.RA5	compare views of the same topic and consider which is most valid	8.RA5	identify different views of a topic and any areas of agreement and contradiction	9.RA5	identify different interpretations of facts and information and evaluate their relative merits	9.RA5	identify different interpretations of facts and information and evaluate their relative merits	
		7.RA6	evaluate the content, presentation and appeal of a text.	8.RA6	evaluate texts in terms of quality and level of interest.	9.RA6	evaluate the usefulness and reliability of texts.	9.RA6	evaluate the usefulness and reliability of texts.	

Literacy - Reading across the curriculum More able and talented			Extension	
Elements	Aspects	Code	Learners are able to do the following.	
Locating, selecting and using information	Reading Strategies	E.R1	Learners build on their skills and experiences in reading across the curriculum to tackle print, on-screen and multi-modal texts with ease. They have strategies to research issues and tackle unfamiliar topics, acknowledging their sources. They use techniques (skimming, scanning, annotation, prediction) to extract meaning from challenging texts. They understand both obvious points and also nuances in meaning and are alert to different interpretations of issues and ideas.	
Responding to what has been read	Comprehension		They can explain how texts use words, illustrations, diagrams and images to convey meaning and influence the reader/viewer and they can evaluate how effective such techniques are. They use the internet with discernment, searching selectively and assessing the validity and significance of what they find. They show their understanding by analysing, synthesising and challenging what they read.	
	Response and analysis			

**Routes to literacy**  
**Writing across the**  
**curriculum**

Elements	Aspects	RfL routemap		A steps		B steps		C steps	
		Code	Learners have achieved the following on the Routes for Learning (RfL) routemap.		Learners are able to:		Learners are able to:		Learners are able to:
Organising ideas and information	Meaning, purposes, readers	RO.WM1	Shared attention [RfL 40]	A.WM1	look at/acknowledge their 'drawing' when an adult talks about what they have done	B.WM1	share their 'drawing' in interactions with an adult	C.WM1	say something about their drawing or news that an adult can write down
		RO.WM2	Contingency awareness [RfL 26]	A.WM2a	'place' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control	B.WM2	select a single symbol or picture (from two or more) to describe something that has just happened	C.WM2	use mark(s) to label their own work
				A.WM4	touch a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation)	B.WM2a	close some lines in their scribble (producing apparent shapes)	C.WM2a	write some letters of own name (may be unconventional in form)
						B.WM4	select a picture or symbol (from two or more) to convey a message in speaking symbol software on PC or a tablet computer	C.WM4	select pictures or symbols to compose a short phrase using speaking symbol software on a PC or a tablet computer
Structure and organisation		RO.WS4	Does two different actions in sequence to get reward [RfL 35]	A.WS4a	persist in mark-making to produce a result (which appears random)	B.WS4a	scribble to produce their own 'drawing' and begin to attribute meaning to it	C.WS4	select two or more symbols in succession to convey 'what happened first ... next' and use to give information to an adult
								C.WS4a	show interest when an adult writes down/ reads back their news/story; confirm it is what they want to say
Writing accurately	Language Handwriting Grammar Punctuation Spelling	RO.WG7	Purposful action on everyday environment [RfL 24]	A.WG7	grasp items and begin to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper.	B.WG7	use their preferred hand more consistently when mark-making, sometimes using an (adapted) instrument.	C.WG7	try out a variety of instruments to make marks and shapes on paper or other appropriate material
		RO.WG7a	Make marks over large area, e.g. using whole arm movement (not on RfL routemap but relevant)	A.WG7a	experiment with mark-making using body parts, e.g. hands and feet	B.WG7a		C.WG7a	draw some recognisable representations, e.g. person or animal
								C.WG7b	include some letter-like shapes, or word-like forms (with gaps between), when drawing
								C.WG7c	make an attempt at tracing over large shapes and letter forms.

**Literacy – Writing  
across the curriculum**  
Foundation Phase

Elements	Aspects	Reception		Year 1		Year 2	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	R.WM1	compose and dictate a sentence describing events, experiences and pictures to communicate meaning	1.WM1	communicate purposefully in writing, e.g. <i>may be supported by a drawing</i>	2.WM1	write for different purposes
		R.WM2	convey meaning through pictures and mark making	1.WM2	use pictures, symbols, letters in sequence and familiar words to communicate meaning	2.WM2	write text which makes sense to another reader, which may include details and pictures
		R.WM2a	recognise the alphabetic nature of writing and understand that written symbols have meaning	1.WM3	talk about what they are going to write	2.WM3	use talk to plan writing
		R.WM5	copy and write letters, words and phrases	1.WM5	write words, phrases and simple sentences and read back own attempts	2.WM5	re-read and improve their writing to ensure that it makes sense
		R.WM4	use pictures and symbols to compose writing on-screen	1.WM4	select letters, words and pictures to compose writing on-screen	2.WM4	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
Structure and organisation		R.WS4	begin to sequence words, signs or symbols appropriately	1.WS4	sequence content correctly, e.g. <i>instructions, recipes</i>	2.WS1	follow a structure in their writing with support, e.g. <i>reports, lists</i>
		R.WS2	contribute to a form modelled by the teacher, e.g. <i>through shared writing</i>	1.WS2	follow a form modelled by the teacher	2.WS2	follow and build upon a form modelled by the teacher
		R.WS3	show understanding of different formats, e.g. <i>cards, lists, invitations</i>	1.WS3	understand different types of writing, e.g. <i>records of events, descriptions, narrative</i>	2.WS2a	organise writing with a beginning, middle and end
						2.WS3	use different types of writing appropriate to purpose and reader.
Writing accurately	Language			1.WL2	use specific words which relate to the topic of their writing.	2.WL1	understand and use language appropriate to writing
						2.WL2	use simple subject - related words appropriately
	Handwriting	R.WG7	hold writing instruments appropriately	1.WG7c	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	2.WG7c	form upper- and lower-case letters accurately and with consistent size
	Grammar	R.WG7b	write from left to right	1.WG3	use capital letters and full stops with some degree of consistency	2.WG3	use capital letters, full stops and question marks accurately, and sometimes use exclamation marks
	Punctuation	R.WG7a	discriminate between letters	1.WG2	begin to use connectives to expand a point	2.WG2	use connectives to write compound sentences
	Spelling	R.WG7c	distinguish between upper- and lower-case letters	1.WG5b	spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. <i>th, ck</i>	2.WG1	use ordering words, e.g. <i>first, next, then, lastly</i>
		R.WG5b	use correct initial consonant by beginning to apply phonic knowledge	1.WG5	use spelling strategies such as sound-symbol correspondence and segmenting	2.WG5a	use standard forms of verbs, e.g. <i>see/saw, go/went, and subject-verb agreement, e.g. I was/we were</i>
		R.WG6	use familiar and high-frequency words in writing	1.WG6	spell high-frequency words correctly	2.WG5	use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing, ed</i>
		R.WG9	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i> .	1.WG9	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i> .	2.WG6	spell high-frequency words correctly
						2.WG9	Welsh-medium statement: use some mutations, that have been practised orally, e.g. <i>fy mag, i dre</i>
						2.WG10	Welsh-medium statement: spell some words that use /u/i, e.g. <i>t, llun, and diphthongs, e.g. coed</i> .

## Literacy – Writing across the curriculum

### Key Stage 2

Elements	Aspects	Year 3		Year 4		Year 5		Year 6	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	3.WM1	write for different purposes and readers choosing words for variety and interest	4.WM1	adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i>	5.WM1	write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i>	6.WM1	adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>
		3.WM2	include relevant details, information or observations in their writing	4.WM2	explain main ideas with supporting details, including observations and explanations where relevant	5.WM2	expand upon main ideas with supporting reasons, information and examples	6.WM1	adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>
		3.WM3	note down ideas to use in writing	4.WM3	gather ideas to plan writing	5.WM3	use techniques in planning writing, e.g. <i>mind mapping, sequencing, placemat activities</i>	6.WM3	use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i>
		3.WM4	use on-screen functions, e.g. <i>font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning</i>	4.WM4	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i>	5.WM4	explore the layout of web pages to create material using available tools	6.WM4	explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice over</i>
		3.WM5	review and improve sections of their work	4.WM5	improve writing, checking for clarity and organisation	5.WM5	revise and improve writing, explaining why they have made changes	6.WM5	reflect on, edit and redraft to improve their writing
Structure and organisation		3.WS1	use a basic structure for writing	4.WS1	use specific structures in writing, e.g. <i>tables, questionnaires</i>	5.WS1	use features which show the structure of the writing, e.g. <i>sub-headings, captions</i>	6.WS1	adapt structures in writing for different contexts, e.g. <i>reporting an event, investigation or experiment</i>
		3.WS2a	write using an introduction to the topic and a conclusion	4.WS2a	write an introduction, develop a series of ideas and a conclusion	5.WS2a	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion	6.WS2a	write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion
		3.WS4	present processes, event or reports in a clear sequence	4.WS4	organise writing into logical sequences or sections by beginning to use paragraphs	5.WS4	use paragraphs, which have a main idea and related details	6.WS4	use paragraphs making links between them
		3.WS5	use visual information if relevant, e.g. <i>labelled diagrams</i>	4.WS5	use visual information, e.g. <i>illustrations, diagrams and graphs, which are clear and relevant to the written text</i>	5.WS5	use images, graphs and illustrations which are clear, relevant and appropriate	6.WS5	use features and layout which are constructed to present data and ideas clearly

**Literacy – Writing  
across the curriculum**  
Key Stage 2

Elements	Aspects	Year 3			Year 4			Year 5			Year 6		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Writing accurately	Language	3.WL1	use language appropriate to writing, including standard forms of English	4.WL1	use language appropriate to writing, including standard forms of English	5.WL1	use language appropriate to writing, including standard forms of English	6.WL1	use language appropriate to writing, including standard forms of English	6.WL1	use language appropriate to writing, including standard forms of English	6.WL1	use language appropriate to writing, including standard forms of English
		3.WL2	use vocabulary related to the topic or subject context	4.WL2	use subject-specific vocabulary independently	5.WL2	use subject-specific vocabulary independently	6.WL2	use appropriate vocabulary, including subject-specific words and phrases	6.WL2	use varied and appropriate vocabulary, including subject-specific words and phrases	6.WL2	use varied and appropriate vocabulary, including subject-specific words and phrases
	Handwriting	3.WG1	start sentences in a variety of ways	4.WG1	vary the order of words, phrases and clauses in sentences	5.WG1	vary the order of words, phrases and clauses in sentences	6.WG1	use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>Before you start ... , if you do this then ...</i>	6.WG1	use varied sentence structures for emphasis and effect	6.WG1	use varied sentence structures for emphasis and effect
	Grammar	3.WG1a	use adjectives and adverbs to expand simple sentences and phrases	4.WG1a	use adjectival and adverbial phrases to add interest and precision	5.WG2	use adjectival and adverbial phrases to add interest and precision	6.WG3	use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i>	6.WG3	use the full range of punctuation accurately to clarify meaning	6.WG3	use the full range of punctuation accurately to clarify meaning
	Punctuation	3.WG2	use connectives for causation and consequence, e.g. <i>because, after</i>	4.WG2	use connectives to show links within sentences	5.WG3	use connectives to show links within sentences	6.WG5	use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i>	6.WG5	use strategies to spell correctly polysyllabic, complex and irregular words	6.WG5	use strategies to spell correctly polysyllabic, complex and irregular words
	Spelling	3.WG3	use full stops, question marks, exclamation marks and commas for lists	4.WG3	use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i>	5.WG5	use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i>	6.WG7c	use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i>	6.WG7c	produce fluent and legible handwriting	6.WG7c	produce fluent and legible handwriting
		3.WG5b	spell plural forms, e.g. -s, -es, -ies	4.WG5	use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>	5.WG7c	use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>	6.WG8	produce legible, cursive handwriting with increasing fluency	6.WG8	Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i>	6.WG8	Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i>
		3.WG5a	use past tense of verbs consistently, e.g. <i>consonant doubling before ed</i>	4.WG7c	produce handwriting which is clear and legible and may be cursive	5.WG8	produce handwriting which is clear and legible and may be cursive	6.WG9	Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i>	6.WG9	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llirall</i>	6.WG9	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llirall</i>
		3.WG5	use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i>	4.WG8	Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>	5.W9	Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am lunud, dy fam</i>	6.WG10	Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am lunud, dy fam</i>	6.WG10	Welsh-medium statement: spell irregular plurals, e.g. <i>car – ceir, plentyn – plant, and words with double consonants, e.g. penrod, correctly in context.</i>	6.WG10	Welsh-medium statement: spell irregular plurals, e.g. <i>car – ceir, plentyn – plant, and words with double consonants, e.g. penrod, correctly in context.</i>
		3.WG6	spell all high-frequency words correctly	4.WG9	Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghafon</i>	5.W10	Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghafon</i>	6.WG10	Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd, and words with double consonants, e.g. cynnwys, correctly in context.</i>	6.WG10	Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd, and words with double consonants, e.g. cynnwys, correctly in context.</i>	6.WG10	Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd, and words with double consonants, e.g. cynnwys, correctly in context.</i>
		3.WG7c	produce legible handwriting and present work appropriately joining letters in some words	4.WG10	Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-lau, -u.</i>		Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-lau, -u.</i>		Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-lau, -u.</i>		Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-lau, -u.</i>		Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-lau, -u.</i>
		3.WG10	Welsh-medium statement: use the standard form of the verb as relevant to the context										
		3.WG9	Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben.</i>										



**Literacy – Writing**  
**across the curriculum**

**Key Stage 3**

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	7.WM1	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	8.WM1	adapt presentation of material according to intended meaning and effect, e.g. <i>choice of how much detail needed to be convincing</i>	9.WM1	use summary, discussion of issues, detailed explanations as appropriate to purpose
		7.WM2	explain ideas fully, showing implications and consequences	8.WM2	make connections and/or elaborate to ensure full coverage of topic	9.WM2	give due weight to evidence, sources, explanations and logic when covering a topic
		7.WM3	plan writing making choices about the best ways to present content for effect, e.g. <i>building a case for something, selecting details that help the reader understand</i>	8.WM3	in planning writing make choices about content, structure, language, presentation to suit the purpose	9.WM3	plan appropriately to develop writing for different purposes and audiences
		7.WM4	use the tools and conventions of ICT to present information and data and to structure writing	8.WM4	choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. <i>continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	9.WM4	make imaginative choices about content and presentation of writing, using ICT with discrimination
		7.WM5	identify areas for improvement in their writing, edit and redraft	8.WM5	use criteria to identify ways to improve and then redraft	9.WM5	improve writing through independent review and redrafting
Structure and organisation		7.WS1	adapt structures in writing for different contexts, e.g. <i>describe outcome, outline process or discuss an issue</i>	8.WS1	use whole-text structure to support and communicate meaning, e.g. <i>putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	9.WS1	choose and use whole-text structures to support meaning and communication for effect, e.g. <i>what are the best structures to successfully describe, explain, persuade?</i>
		7.WS2	select and organise ideas and information to give a clear and full account	8.WS2	select, analyse and present ideas and information convincingly or objectively	9.WS1a	select structures to organise writing using appropriate features effectively
		7.WS4	use paragraphs to organise longer pieces of writing into sections	8.WS4	organise longer pieces of writing making links within and between paragraphs	9.WS2	select, interpret and evaluate ideas and information convincingly or objectively
						9.WS4	use paragraphs and sections to give coherence to longer pieces of writing
Writing accurately	Language	7.WL1	use impersonal language to convey ideas and information, e.g. <i>the interest is calculated by ... , sharp scissors are necessary to ...</i>	8.WL1	use the third person to convey ideas and information, e.g. <i>according to experts ... , sources reveal that ...</i>	9.WL1	use language to convey objectivity and impartiality, e.g. <i>there are several different ways to look at this topic ...</i>
		7.WL2	use varied and appropriate vocabulary accurately, including subject-specific words and phrases	8.WL2	use technical terms, language and expression consistent with the subject content	9.WL2	use a wide range of technical terms, language and expression consistent with the subject content
	Handwriting	7.WG1	use a wide range of sentence structures choosing connectives to make meaning clear	8.WG1	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	9.WG1	write simple, compound and complex sentences with grammatical accuracy in their writing
	Punctuation	7.WG3	use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>	8.WG3	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i>	9.WG3	use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i>
	Spelling	7.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	8.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	9.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		7.WG7c	produce fluent and legible handwriting	8.WG7c	produce fluent and legible handwriting	9.WG7c	produce fluent and legible handwriting
		7.WG8	Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context	8.WG8	Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context	9.WG8	Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context
		7.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	8.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	9.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

Literacy - Writing across the curriculum More able and talented			Extension	
Strands	Elements	Code	Learners are able to do the following.	
Organising ideas and information	Meaning, purposes, readers	E.W1	Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.	
	Structure and organisation		They construct sentences which connect ideas together and show main and subsidiary points clearly. They use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. They present their work effectively, handwritten or on-screen, choosing form, images and graphics to enhance meaning.	
Writing accurately	Language			
	Grammar Punctuation Spelling Handwriting			

## Routes to literacy Writing across the curriculum

Elements	Aspects	RfL routemap		A steps		B steps		C steps	
		Code	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	RO.WM1	Shared attention [RfL 40]	A.WM1	look at/acknowledge their 'drawing' when an adult talks about what they have done	B.WM1	share their 'drawing' in interactions with an adult	C.WM1	say something about their drawing or news that an adult can write down
		RO.WM2	Contingency awareness [RfL 26]	A.WM2		B.WM2	select a single symbol or picture (from two or more) to describe something that has just happened	C.WM2	use mark(s) to label their own work
		RO.WM2a		A.WM2a	'place' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control	B.WM2a	close some lines in their scribble (producing apparent shapes)	C.WM2a	write some letters of own name (may be unconventional in form)
		RO.WM3		A.WM3		B.WM3		C.WM3	
		RO.WM4		A.WM4	touch a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a 'target', but may not distinguish representation)	B.WM4	select a picture or symbol (from two or more) to convey a message in speaking symbol software on PC or a tablet computer	C.WM4	select pictures or symbols to compose a short phrase using speaking symbol software on a PC or a tablet computer
Structure and organisation		RO.WM5		A.WM5		B.WM5		C.WM5	
		RO.WS1		A.WS1		B.WS1		C.WS1	
		RO.WS1a		A.WS1a		B.WS1a		C.WS1a	
		RO.WS2		A.WS2		B.WS2		C.WS2	
		RO.WS2a		A.WS2a		B.WS2a		C.WS2a	
		RO.WS3		A.WS3		B.WS3		C.WS3	
		RO.WS4	Does two different actions in sequence to get reward [RfL 35]	A.WS4		B.WS4		C.WS4	select two or more symbols in succession to convey 'what happened first ... next' and use to give information to an adult
		RO.WS4a		A.WS4a	persist in mark-making to produce a result (which appears random)	B.WS4a	scribble to produce their own 'drawing' and begin to attribute meaning to it	C.WS4a	show interest when an adult writes down/reads back their news/story; confirm it is what they want to say
		RO.WS5		A.WS5		B.WS5		C.WS5	

Routes to literacy Writing across the curriculum	
Elements	Aspects
Writing accurately	Language
	Handwriting
	Grammar
	Punctuation
	Spelling

RfL routemap		A steps		B steps		C steps	
Code	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
RO.WL1		A.WL1		B.WL1		C.WL1	
RO.WL2		A.WL2		B.WL2		C.WL2	
RO.WG1		A.WG1		B.WG1		C.WG1	
RO.WG1a		A.WG1a		B.WG1a		C.WG1a	
RO.WG2		A.WG2		B.WG2		C.WG2	
RO.WG3		A.WG3		B.WG3		C.WG3	
RO.WG4		A.WG4		B.WG4		C.WG4	
RO.WG5		A.WG5		B.WG5		C.WG5	
RO.WG5a		A.WG5a		B.WG5a		C.WG5a	
RO.WG5b		A.WG5b		B.WG5b		C.WG5b	
RO.WG6		A.WG6		B.WG6		C.WG6	
RO.WG7	Purposeful action on everyday environment [RfL 24]	A.WG7	grasp items and begin to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper.	B.WG7	use their preferred hand more consistently when mark-making, sometimes using an (adapted) instrument.	C.WG7	try out a variety of instruments to make marks and shapes on paper or other appropriate material
RO.WG7a	Make marks over large area, e.g. using whole arm movement [not on RfL routemap but relevant]	A.WG7a	experiment with mark-making using body parts, e.g. hands and feet	B.WG7a		C.WG7a	draw some recognisable representations, e.g. person or animal
RO.WG7b		A.WG7b		B.WG7b		C.WG7b	include some letter-like shapes, or word-like forms (with gaps between), when drawing
RO.WG7c		A.WG7c		B.WG7c		C.WG7c	make an attempt at tracing over large shapes and letter forms.
RO.WG8		A.WG8		B.WG8		C.WG8	
RO.WG9		A.WG9		B.WG9		C.WG9	
RO.WG10		A.WG10		B.WG10		C.WG10	

**Literacy – Writing  
across the curriculum**  
Foundation Phase

Elements	Aspects	Reception		Year 1		Year 2	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	R.WM1	compose and dictate a sentence describing events, experiences and pictures to communicate meaning	1.WM1	communicate purposefully in writing, e.g. may be supported by a drawing	2.WM1	write for different purposes
		R.WM2	convey meaning through pictures and mark making	1.WM2	use pictures, symbols, letters in sequence and familiar words to communicate meaning	2.WM2	write text which makes sense to another reader, which may include details and pictures
		R.WM2a	recognise the alphabetic nature of writing and understand that written symbols have meaning	1.WM2a		2.WM2a	
		R.WM3		1.WM3	talk about what they are going to write	2.WM3	use talk to plan writing
		R.WM4	use pictures and symbols to compose writing on-screen	1.WM4	select letters, words and pictures to compose writing on-screen	2.WM4	experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
Structure and organisation		R.WM5	copy and write letters, words and phrases	1.WM5	write words, phrases and simple sentences and read back own attempts	2.WM5	re-read and improve their writing to ensure that it makes sense
		R.WS1		1.WS1		2.WS1	follow a structure in their writing with support, e.g. reports, lists
		R.WS1a		1.WS1a		2.WS1a	
		R.WS2	contribute to a form modelled by the teacher, e.g. through shared writing	1.WS2	follow a form modelled by the teacher	2.WS2	follow and build upon a form modelled by the teacher
		R.WS2a		1.WS2a		2.WS2a	organise writing with a beginning, middle and end
		R.WS3	show understanding of different formats, e.g. cards, lists, invitations	1.WS3	understand different types of writing, e.g. records of events, descriptions, narrative	2.WS3	use different types of writing appropriate to purpose and reader
		R.WS4	begin to sequence words, signs or symbols appropriately	1.WS4	sequence content correctly, e.g. instructions, recipes	2.WS4	
		R.WS4a		1.WS4a		2.WS4a	
		R.WS5		1.WS5		2.WS5	

**Literacy – Writing**  
across the curriculum  
Foundation Phase

Elements	Aspects	Reception			Year 1			Year 2		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Writing accurately	Language	R.WL1		1.WL1		2.WL1	understand and use language appropriate to writing		understand and use language appropriate to writing	
		R.WL2		1.WL2		2.WL2	use specific words which relate to the topic of their writing		use simple subject - related words appropriately	
	Handwriting Grammar Punctuation Spelling	R.WG1		1.WG1		2.WG1	use ordering words, e.g. first, next, then, lastly		use ordering words, e.g. first, next, then, lastly	
		R.WG1a		1.WG1a		2.WG1a			use connectives to write compound sentences	
		R.WG2		1.WG2	begin to use connectives to expand a point	2.WG2			use capital letters, full stops and question marks accurately and sometimes use exclamation marks	
		R.WG3		1.WG3	use capital letters and full stops with some degree of consistency	2.WG3				
		R.WG4		1.WG4		2.WG4				
		R.WG5		1.WG5	use spelling strategies such as sound-symbol correspondence and segmenting	2.WG5	use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed			
		R.WG5a		1.WG5a		2.WG5a	use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were			
		R.WG5b	use correct initial consonant by beginning to apply phonic knowledge	1.WG5b	spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. th, ck	2.WG5b				
		R.WG6	use familiar and high-frequency words in writing	1.WG6	spell high frequency words correctly	2.WG6	spell high-frequency words correctly			
		R.WG7	hold writing instrument's appropriately	1.WG7		2.WG7				
		R.WG7a	discriminate between letters	1.WG7a		2.WG7a				
		R.WG7b	write from left to right	1.WG7b		2.WG7b				
		R.WG7c	distinguish between upper- and lower-case letters	1.WG7c	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	2.WG7c	form upper- and lower-case letters accurately and with consistent size			
		R.WG8		1.WG8		2.WG8				
		R.WG9	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. y ci, y gath.	1.WG9	Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. y ferch.	2.WG9	Welsh-medium statement: use some mutations, that have been practised orally, e.g. fy mag, i dre			
		R.WG10		1.WG10		2.WG10	Welsh-medium statement: spell some words that use /u/, e.g. t , llun, and diphthongs, e.g. coed.			

**Literacy – Writing**  
**across the curriculum**  
**Key Stage 2**

		Year 3		Year 4		Year 5		Year 6	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	3.WM1	write for different purposes and readers choosing words for variety and interest	4.WM1	adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i>	5.WM1	write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i>	6.WM1	adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>
		3.WM2	include relevant details, information or observations in their writing	4.WM2	explain main ideas with supporting details, including observations and explanations where relevant	5.WM2	expand upon main ideas with supporting reasons, information and examples	6.WM2	write a comprehensive account of a topic or theme
		3.WM2a		4.WM2a		5.WM2a		6.WM2a	
		3.WM3	note down ideas to use in writing	4.WM3	gather ideas to plan writing	5.WM3	use techniques in planning writing, e.g. <i>mind mapping, sequencing, placement activities</i>	6.WM3	use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i>
		3.WM4	use on-screen functions, e.g. <i>font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning</i>	4.WM4	explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>Websites' e-mails, blogs</i>	5.WM4	explore the layouts of web pages to create material using available tools	6.WM4	explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice over</i>
Structure and organisation		3.WM5	review and improve sections of their work	4.WM5	improve writing, checking for clarity and organisation	5.WM5	revise and improve writing, explaining why they have made changes	6.WM5	reflect on, edit and redraft to improve their writing
		3.WS1	use a basic structure for writing	4.WS1	use specific structures in writing, e.g. <i>tables, questionnaires</i>	5.WS1	use features which show the structure of the writing, e.g. <i>sub-headings, captions</i>	6.WS1	adapt structures in writing for different contexts, e.g. <i>reporting an event, investigation or experiment</i>
		3.WS1a		4.WS1a		5.WS1a		6.WS1a	
		3.WS2		4.WS2		5.WS2		6.WS2	
		3.WS2a	write using an introduction to the topic and a conclusion	4.WS2a	write an introduction, develop a series of ideas and a conclusion	5.WS2a	write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion	6.WS2a	write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion
		3.WS3		4.WS3		5.WS3		6.WS3	
		3.WS4	present processes, event or reports in a clear sequence	4.WS4	organise writing into logical sequences or sections by beginning to use paragraphs	5.WS4	use paragraphs, which have a main idea and related details	6.WS4	use paragraphs making links between them
		3.WS4a		4.WS4a		5.WS4a		6.WS4a	
		3.WS5	use visual information if relevant, e.g. <i>labelled diagrams</i>	4.WS5	use visual information, e.g. <i>illustrations, diagrams and graphs, which are clear and relevant to the written text</i>	5.WS5	use images, graphs and illustrations which are clear, relevant and appropriate	6.WS5	use features and layout which are constructed to present data and ideas clearly

**Literacy – Writing  
across the curriculum**  
Key Stage 2

		Year 3		Year 4		Year 5		Year 6	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Writing accurately	Language	3.WL1	use language appropriate to writing, including standard forms of English	4.WL1	use language appropriate to writing, including standard forms of English	5.WL1	use language appropriate to writing, including standard forms of English	6.WL1	use language appropriate to writing, including standard forms of English
		3.WL2	use vocabulary related to the topic or subject context	4.WL2	use subject-specific vocabulary independently	5.WL2	use appropriate vocabulary, including subject-specific words and phrases	6.WL2	use varied and appropriate vocabulary, including subject-specific words and phrases
	Handwriting	3.WG1	start sentences in a variety of ways	4.WG1	Vary the order of words, phrases and clauses in sentences	5.WG1	use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ...</i> , <i>if you do this then ...</i>	6.WG1	use varied sentence structures for emphasis and effect
	Grammar	3.WG1a	use adjectives and adverbs to expand simple sentences and phrases	4.WG1a	use adjectival and adverbial phrases to add interest and precision	5.WG1a		6.WG1a	
	Punctuation	3.WG2	use connectives for causation and consequence, e.g. <i>because, after</i>	4.WG2	use connectives to show links within sentences	5.WG2	use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i>	6.WG2	
	Spelling	3.WG3	use full stops, question marks, exclamation marks and commas for lists	4.WG3	use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i>	5.WG3	use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i>	6.WG3	Use the full range of punctuation accurately to clarify meaning
		3.WG4		4.WG4		5.WG4		6.WG4	
		3.WG5	use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i>	4.WG5	use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>	5.WG5	use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i>	6.WG5	use strategies to spell correctly polysyllabic, complex and irregular words
		3.WG5a	use past tense of verbs consistently, e.g. <i>consonant doubling before ed</i>	4.WG5a		5.WG5a		6.WG5a	
		3.WG5b	spell plural forms, e.g. -s, -es, -ies	4.WG5b		5.WG5b		6.WG5b	
		3.WG6	spell all high-frequency words correctly	4.WG6		5.WG6		6.WG6	
		3.WG7		4.WG7		5.WG7		6.WG7	
		3.WG7a		4.WG7a		5.WG7a		6.WG7a	
		3.WG7b		4.WG7b		5.WG7b		6.WG7b	
		3.WG7c	produce legible handwriting and present work appropriately joining letters in some words	4.WG7c	produce handwriting which is clear and legible and may be cursive	5.WG7c	produce legible, cursive handwriting with increasing fluency	6.WG7c	Produce fluent and legible handwriting
		3.WG8		4.WG8	Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>	5.WG8	Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i>	6.WG8	Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i>
		3.WG9	Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i> .	4.WG9	Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i>	5.WG9	Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am funud, dy fam</i>	6.WG9	Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i>
		3.WG10	Welsh-medium statement: use the standard form of the verb as relevant to the context	4.WG10	Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-au, -u</i> .	5.WG10	Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd, and words with double consonants, e.g. cynnwys, correctly in context.</i>	6.WG10	Welsh-medium statement: spell irregular plurals, e.g. <i>car – cer, plentyn – plant</i> and words with double consonants, e.g. <i>pernod, correctly in context.</i>



**Literacy – Writing  
across the curriculum**  
Key Stage 3

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	7.WM1	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	8.WM1	adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing	9.WM1	use summary, discussion of issues, detailed explanations as appropriate to purpose
		7.WM2	explain ideas fully, showing implications and consequences	8.WM2	make connections and/or elaborate to ensure full coverage of topic	9.WM2	give due weight to evidence, sources, explanations and logic when covering a topic
		7.WM2a		8.WM2a		9.WM2a	
		7.WM3	plan writing making choices about the best ways to present content for effect, e.g. building a case for something, selecting details that help the reader understand	8.WM3	in planning writing make choices about content, structure, language, presentation to suit the purpose	9.WM3	plan appropriately to develop writing for different purposes and audiences
		7.WM4	use the tools and conventions of ICT to present information and data and to structure writing	8.WM4	choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes	9.WM4	make imaginative choices about content and presentation of writing, using ICT with discrimination
	Structure and organisation	7.WM5	identify areas for improvement in their writing, edit and redraft	8.WM5	use criteria to identify ways to improve and then redraft	9.WM5	improve writing through independent review and redrafting
		7.WS1	adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue	8.WS1	use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters	9.WS1	choose and use whole-text structures to support meaning and communication for effect, e.g. what are the best structures to successfully describe, explain, persuade?
		7.WS1a		8.WS1a		9.WS1a	select structures to organise writing using appropriate features effectively
		7.WS2	select and organise ideas and information to give a clear and full account	8.WS2	select, analyse and present ideas and information convincingly or objectively	9.WS2	select, interpret and evaluate ideas and information convincingly or objectively
		7.WS2a		8.WS2a		9.WS2a	
		7.WS3		8.WS3		9.WS3	
		7.WS4	use paragraphs to organise longer pieces of writing into sections	8.WS4	organise longer pieces of writing making links within and between paragraphs	9.WS4	use paragraphs and sections to give coherence to longer pieces of writing
		7.WS4a		8.WS4a		9.WS4a	
		7.WS5		8.WS5		9.WS5	

**Literacy – Writing  
across the curriculum**  
Key Stage 3

		Year 7		Year 8		Year 9	
Elements	Aspects	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Writing accurately	Language	7.WL1	use impersonal language to convey ideas and information, e.g. the interest is calculated by ... , sharp scissors are necessary to ...	8.WL1	use the third person to convey ideas and information, e.g. according to experts ... , sources reveal that ...	9.WL1	use language to convey objectivity and impartiality, e.g. there are several different ways to look at this topic ...
		7.WL2	use varied and appropriate vocabulary accurately, including subject-specific words and phrases	8.WL2	use technical terms, language and expression consistent with the subject content	9.WL2	use a wide range of technical terms, language and expression consistent with the subject content
		7.WG1	use a wide range of sentence structures choosing connectives to make meaning clear	8.WG1	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	9.WG1	write simple, compound and complex sentences with grammatical accuracy in their writing
	Handwriting Grammar Punctuation Spelling	7.WG1a		8.WG1a		9.WG1a	
		7.WG2		8.WG2		9.WG2	
		7.WG3	use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly	8.WG3	use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons, quotation marks	9.WG3	use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons and parentheses
		7.WG4		8.WG4		9.WG4	
		7.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	8.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	9.WG5	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
		7.WG5a		8.WG5a		9.WG5a	
		7.WG5b		8.WG5b		9.WG5a	
		7.WG6		8.WG6		9.WG6	
		7.WG7		8.WG7		9.WG7	
		7.WG7a		8.WG7a		9.WG7a	
		7.WG7b		8.WG7b		9.WG7b	
		7.WG7c	produce fluent and legible handwriting	8.WG7c	produce fluent and legible handwriting	9.WG7c	produce fluent and legible handwriting
		7.WG8	Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context	8.WG8	Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context	9.WG8	Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context
		7.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	8.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.	9.WG9	Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.
		7.WG10		8.WG10		9.WG10	

Literacy - Writing across the curriculum More able and talented			Extension	
Strands	Elements	Code	Learners are able to do the following.	
Organising ideas and information	Meaning, purposes, readers	E.W1	Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.	
	Structure and organisation		They construct sentences which connect ideas together and show main and subsidiary points clearly. They use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. They present their work effectively, handwritten or on-screen, choosing form, images and graphics to enhance meaning.	
Writing accurately	Language			
	Grammar Punctuation Spelling Handwriting			

Routes to Numeracy	
Strands	Elements
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review

RfL routemap		A steps		B steps		C steps	
Code	Learners have achieved the following on the Routes for learning (RfL) routemap [RfL 27]	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
RO1	Intentional exploration of the environment [RfL 27]	A.1	focus attention on objects, manipulating and exploring them using a range of methods	B.2	pay attention, respond to and use number words in structured activities led by an adult	C.1	use counting and comparing sometimes outside focused teaching activities
RO2	Shared attention [RfL 40]	A.2	show an interest in number activities and counting with an adult, copy some actions, and/or vocalise at appropriate moments	B.3	assist in counting and match identical objects when the task is structured by an adult	C.2	complete a task requiring several steps
RO3	Modifies action when repeating action does not work [RfL 38]	A.3	use a favourite object in a new or different way after watching an adult do so	B.3a	treat familiar items as similar despite differences in their appearance or their medium of representation (as objects, pictures, etc.)	C.3	select and manipulate objects in order to help solve a problem
RO4	Object permanence [RfL 34]	A.4	locate and remove a favourite object from among a collection of different objects	B.4	watch an adult order a number of items in a particular way (e.g. cars in a row) then attempt to copy	C.4	make an attempt at a simple estimate, e.g. <i>how many objects will fit in a container</i>
				B.3b	search for all missing items when 2 or 3 objects are hidden		
				B.11	respond appropriately to some words describing: <ul style="list-style-type: none"> <li>-quantity, e.g. <i>more</i></li> <li>-size, e.g. <i>big</i></li> <li>-position, e.g. <i>in</i></li> </ul> when applied to real objects	C.11	respond appropriately to words describing: <ul style="list-style-type: none"> <li>-quantity, e.g. <i>some</i>, <i>more</i>, <i>a lot</i></li> <li>-size, e.g. <i>big</i>, <i>little</i></li> <li>-position, e.g. <i>in</i>, <i>on</i>, <i>under</i></li> </ul>
				B.11a		C.11a	demonstrate an awareness of number in activities
						C.12	record by making marks or drawing pictures
						C.17	recognise if the pattern is wrong, where items are in pairs, and put it right by completing the set or removing the odd item
						C.18	Interpret written numerals correctly (up to 5) in a practical task, e.g. <i>reads '3' and gives out corresponding number of drinks to others.</i>

Routes to Numeracy		RfL routemap		A steps		B steps		C steps	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RfL) routemap	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using number skills	Use number facts and relationships	RO.N1	'Looks' backwards/forwards between two objects (knows two objects are present) [RfL 29]	A.N1	recognise which quantity is greater when numbers are small	B.N1	count 2 or 3 objects with support	C.N1	count reliably up to 5 objects
		RO.N2	Shared attention [RfL 40]	A.N2	point to an object or vocalise at an appropriate moment to indicate a number when an adult is counting	B.N2	recite numbers 1 to 5	C.N2	recite numbers from 1 to 10
				A.N3	anticipate climax in familiar number songs or rhymes (showing emergent recognition of number words)	B.N3	associate numerals (1 and 2) with number activities	C.N3	name and order numerals to at least 5
						B.N3a	recognise that '2' is more than '1'		
	Fractions, decimals, percentages								
	Calculate using mental and written methods							C.N12	'add more' to, or 'take away' from, a set when the task is structured by an adult, and can re-count to find new total
	Estimate and check								
	Manage money	RO.N17	Communicates choice to attentive adult [RfL 37]	A.N17	give a coin in exchange for an item after observing others do so in role play shop (may have no notion of coin's value but will engage in the social interaction)	B.N17	point to choice of item from two or three in role play shop then give coin(s) in exchange	C.N17	give money in exchange for an item in a real shop when coins and choice are prepared in advance
Using measuring skills	Length, weight/ mass, capacity					B.N17a	find coins from a limited collection which are the same as ones shown by an adult	C.N17a	sort coins according to one attribute, e.g. colour, size or shape
		RO.M1	Selects from two or more items [RfL 36]	A.M1	explore the distinctions between objects by putting/holding them together, joining/stacking/breaking them apart/putting them into containers	B.M1	find the 'big' object from 2 otherwise similar items: - where the difference in size is large and the activity is structured by an adult	C.M1	independently compare the size of objects by lining them up or holding them together; - find the 'big' one from two objects and order several objects according to their size
						B.M1a	find one the same from a small collection of objects when the activity is structured by an adult		
		RO.M4	Does two different actions in sequence to get reward [RfL 35]	A.M4	show growing awareness of rhythmical patterns and begin to coordinate some sounds with gestures or pointing	B.M4	adjust speed of clapping to match a model (faster or slower)	C.M4	use simple pictures to understand the sequence of events and activities in their day
	Time					B.M4a	anticipate a routine event when it is represented by a picture/symbol or object of reference.	C.M4a	accept a wait for a more favoured activity by referring to a pictorial representation of their day (use the concepts of 'finished' and 'next')
	Temperature							C.M7	appreciate the difference of hot and cold
	Area and volume								
	Angle and position								

Routes to Numeracy		RfL routemap		A steps		B steps		C steps	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RfL) routemap	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using data skills	Collect and record data Present and analyse data Interpret results	RO.D1	Selects from two or more items <i>[RfL 36]</i>	AD1	'gather' and hold onto several objects sharing a particular preferred property, while discarding others	B.D1	separate from a collection objects which share a common attribute (of their own choosing)	C.D1	separate objects which share a specified attribute, e.g. <i>big/little, round</i>
		RO.D1a	Purposeful action on everyday environment <i>[RfL 24]</i>	AD1a	touch, point to or give an object to indicate an 'answer' in a number activity.	B.D1a	match an object to an identical object and a picture to an identical picture	C.D1a	consistently match pictures to objects (not necessarily identical)
						B.D1b	match a very familiar object to a clear photo of an identical object	C.D1b	match related pairs of objects or pictures, e.g. <i>knife and fork, cup and saucer</i>
						B.D4	manipulate objects or pictures within simple number games and activities – the final position of the items records the solution.	C.D4	use sorting and ordering to organise objects using them in context but not always correctly
								C.D4a	record numbers by matching numerals to sets of objects (up to 5).

Numeracy Foundation Phase		Reception		Year 1		Year 2	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	FP.1	transfer mathematical skills to play and classroom activities				
		FP.2	identify steps to complete the task or reach a solution				
		FP.3	select appropriate mathematics and techniques to use				
		FP.4	select and use relevant number facts and mental strategies				
		FP.5	select appropriate equipment and resources				
		FP.6	use knowledge and practical experience to inform estimations				
Represent and communicate		FP.11	use everyday and mathematical language to talk about their own ideas and choices				
		FP.12	present work orally, pictorially and in written form, and use a variety of ways to represent collected data				
		FP.13	devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences				
Review		FP.17	use checking strategies to decide if answers are reasonable				
		FP.18	interpret answers within the context of the problem and consider whether answers are sensible				
		FP.19	interpret information presented in charts and diagrams and draw appropriate conclusions				
Using number skills	Use number facts and relationships	R.N1	count reliably up to 10 objects	1.N1	count reliably up to 20 objects	2.N1	count sets of objects by grouping in 2s, 5s or 10s
		R.N2	read and write numbers to at least 10	1.N2	read and write numbers to at least 20	2.N2	read and write numbers to 100
		R.N3	compare and order numbers to at least 10	1.N3	compare and order numbers to at least 20	2.N3	compare and order 2-digit numbers
	Fractions, decimals, percentages			1.N4	use number facts within 10, i.e.: - doubling and halving, e.g. $4 + 4$ - bonds of 10, e.g. $6 + 4$ .	2.N4	use mental recall of number facts to 10 to derive other facts, i.e.: - doubling and halving, e.g. derive $40 + 40$ from knowing $4 + 4$ - bonds of 10, e.g. derive $60 + 40$ from knowing $6 + 4$
						2.N5	recall and use 2, 5 and 10 multiplication tables
				1.N8	find halves in practical situations	2.N8	find halves and quarters in practical situations
Calculate using mental and written methods	Calculate using mental and written methods	R.N12	combine two groups of objects to find 'how many altogether?'	1.N12	add and subtract numbers involving up to 10 objects	2.N12	find small differences within 20 by using 'counting on' strategies
		R.N12a	take away objects to find 'how many are left?'	1.N12a	use 'counting on' strategies to add 2 collections, starting with the larger number, e.g. $8 + 5$	2.N12a	use mental recall of number facts to 10 and place value to add or subtract larger numbers, e.g. $24 + 4$ , $30 + 5$ , $34 + 10$
	Estimate and check			1.N15	make a sensible estimate of a number of objects that can be checked by counting	2.N16	"use checking strategies: - repeat addition in a different order - use halving and doubling within 20"
	Manage money	R.N17	use 1p, 2p, 5p and 10p coins to pay for items	1.N17	use different combinations of money to pay for items up to 20p	2.N17	use different combinations of money to pay for items up to £1
				1.N17a	find totals and give change from 10p	2.N17a	find totals and give change from multiples of 10p

Numeracy Foundation Phase		Reception			Year 1		Year 2	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Using measuring skills	Length, weight/ mass, capacity	R.M1	use direct comparisons with: - length, height and distance, e.g. longer/shorter than - weight/mass, e.g. heavier/lighter than - capacity, e.g. holds more/less than	1.M1	use non-standard units to measure: - length, height and distance - weight/mass - capacity	2.M1	use standard units to measure: - length, height and distance: metres, half metres or centimetres - weight/mass: kilograms or 10 gram weights - capacity: litres	
	Time	R.M4	demonstrate a developing sense of how long tasks and everyday events take	1.M5	use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks	2.M5	read 'half past', 'quarter past' and 'quarter to' on an analogue clock	
		R.M4a	use the concept of time in terms of their daily activities	1.M4	use the concept of time in terms of their daily and weekly activities and the seasons of the year	2.M5a	read hours and minutes on a 12-hour digital clock	
	Temperature	R.M7	use direct comparisons when describing temperature, e.g. hot/cold	1.M7	use descriptive words for a range of temperatures, e.g. cooler/warmer	2.M8	compare daily temperatures using a thermometer (°C)	
Using data skills	Area and volume Angle and position	R.M9	move in given directions	1.M9	make whole turns and half turns	2.M9	recognise half and quarter turns, clockwise and anti-clockwise	
	Collect and record data Present and analyse data Interpret results					2.M9a	recognise that a quarter turn is a right angle	
		R.D1	sort and classify objects using one criterion	1.D1	sort and classify objects using more than one criterion	2.D1	gather and record data from: - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit	
		R.D2	record collections using marks, numbers or pictures.	1.D2	collect information by voting or sorting and represent it in pictures, objects or drawings	2.D2	extract and interpret information from lists, tables, diagrams and graphs.	
				1.D2a	make lists and tables based on data collected.			



Numeracy Key Stage 2		Year 3		Year 4		Year 5		Year 6	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	KS2.1	transfer mathematical skills to a variety of contexts and everyday situations						
		KS2.2	identify the appropriate steps and information needed to complete the task or reach a solution						
		KS2.3	select appropriate mathematics and techniques to use						
		KS2.5	select and use suitable instruments and units of measurement						
		KS2.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator						
		KS2.7	estimate and visualise size when measuring and use the correct units						
	Represent and communicate	KS2.11	explain results and procedures clearly using mathematical language						
KS2.13		refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready							
KS2.14		use appropriate notation, symbols and units of measurement							
		KS2.15	select and construct appropriate charts, diagrams and graphs with suitable scales						
	Review	KS2.17	select from an increasing range of checking strategies to decide if answers are reasonable						
		KS2.18	interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible						
		KS2.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain						

## Numeracy Key Stage 2

Strands	Elements	Year 3			Year 4			Year 5			Year 6		
		Code	Learners are able to:		Code	Learners are able to:		Code	Learners are able to:		Code	Learners are able to:	
Using number skills	Use number facts and relationships	3.N2	read and write numbers to 1 000		4.N2	read and write numbers to 10 000		5.N2	read and write numbers to 100 000		6.N2	read and write numbers to 1 million and numbers to 3 decimal places	
		3.N3	compare and estimate with numbers up to 100		4.N3	compare and estimate with numbers up to 1 000		5.N3	compare numbers with 1 and 2 decimal places		6.N5	use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems	
		3.N4	use mental strategies to recall number facts within 20		4.N5	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems		5.N5	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems		6.N6	multiply numbers and decimals by a multiple of 10, e.g. 15 x 30, 1.4cm x 20.	
		3.N5	recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems		4.N6	multiply and divide numbers by 10 and 100.		5.N6	multiply and divide numbers and decimals by 10 and 100				
		3.N6	multiply numbers by 10										
		3.N8	use halves and quarters		4.N8	have 3-digit numbers in the context of number, money and measures		5.N9	use understanding of simple fraction and decimal equivalences when measuring and calculating, e.g. $\frac{1}{2} = 0.5$ , $\frac{1}{10} = 0.1$		6.N9	use understanding of simple fraction, decimal and percentage equivalences, e.g. <i>find 25% of 60cm and know that this is equivalent to <math>\frac{1}{4}</math> of 60cm</i>	
Calculate using mental and written methods	Fractions, decimals, percentages	3.N8a	have 2-digit numbers in the context of number, money and measure		4.N8a	find fractional quantities using known table facts, e.g. $\frac{1}{6}$ of 30cm		5.N8	calculate fractional quantities, e.g. $\frac{1}{8}$ of 24 = 3, so $\frac{5}{8}$ of 24 = 15		6.N10	calculate percentage quantities based on 10%, e.g. 20%, 5%, 15%	
		3.N8b	find fractional quantities linked to known multiplication facts, e.g. $\frac{1}{3}$ of 18, $\frac{1}{5}$ of 15		4.N8b	recognise fractions that are several parts of a whole, e.g. $\frac{2}{3}$ , $\frac{3}{10}$ .		5.N8a	use doubling and halving strategies when working with simple proportions		6.N11	use simple ratio and proportion	
		3.N12	find differences within 100		4.N12	find differences within 1 000		5.N12	find differences between numbers with 1 decimal place		6.N12	add and subtract numbers using whole numbers and decimals	
		3.N12a	use mental strategies to add and subtract 2-digit numbers		4.N12a	add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method		5.N12a	add and subtract 3-digit numbers using an appropriate mental or written method		6.N13	multiply 2- and 3-digit numbers by a 2-digit number	
		3.N13	use partitioning to double and halve 2-digit numbers		4.N13	use mental strategies to multiply and divide 2-digit numbers by a single digit number		5.N13	multiply and divide 3-digit numbers by a single-digit number		6.N13a	divide 3-digit numbers by a 2-digit number	
		3.N16	check subtraction using addition		4.N16	check answers using inverse operations		5.N16	check answers using inverse operations		6.N16	check answers using inverse operations	
Estimate and check	Estimate and check	3.N16a	check halving using doubling		4.N15	estimate by rounding to the nearest 10 or 100		5.N15	estimate by rounding to the nearest 10, 100 or 1 000		6.N15	estimate by rounding to the nearest 10, 100, 1 000 or whole number	
		3.N16b	check multiplication using repeated addition										
		3.N17	use different combinations of money to pay for items up to £2 and calculate the change		4.N17	use money to pay for items up to £10 and calculate the change		5.N17	order and compare the cost of items up to £1 000		6.N18	use the terms profit and loss in buying and selling activities and make calculations for this	
		3.N17a	order and compare items up to £10										
		3.N18	record money spent and saved		4.N17a	order and compare items up to £100		5.N17a	add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45		6.N18a	understand the advantages and disadvantages of using bank accounts	
					4.N17b	add and subtract totals less than £10 using correct notation, e.g. £6.85 – £2.76		5.N18	plan and track money and savings by keeping accurate records		6.N18b	make comparisons between prices and understand which is best value for money	

## Numeracy Key Stage 2

		Year 3		Year 4		Year 5		Year 6	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using measuring skills	Length, weight/ mass, capacity	3.M2	recognise that perimeter is the distance around a shape	4.M2	measure and calculate the perimeter of squares and rectangles	5.M2	measure perimeters	6.M1	read and interpret scales or divisions on a range of measuring instruments
		3.M1	use standard units of measure: - length: measure on a ruler to the nearest $\frac{1}{2}$ cm - weight/mass: use 5g, 10g and 100g weights - capacity: use litres and half litres; measure to the nearest 100ml	4.M1	measure on a ruler to the nearest mm and record using a mix of units, e.g. 1cm 3mm	5.M1	use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg	6.M3	record measurements in different ways, e.g. 1.3kg = 1kg 300g
				4.M1a	use weighing scales with divisions to weigh objects to the nearest 5g, 10g, 25g or 100g	5.M3	make use of conversions, e.g. $\frac{1}{2}$ of a km = 250m	6.M3a	use the language of imperial units in daily use, e.g. miles, pints
				4.M1b	measure capacities to the nearest 50ml or 100ml				
				4.M3	convert metric units of length to smaller units, e.g. cm to mm, m to cm, km to m				
Time		3.M5	tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour	4.M5	tell the time to the nearest minute on analogue clocks	5.M5	read and use analogue and digital clocks	6.M6	use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process
		3.M5a	read hours and minutes on a 12-hour digital clock using am/pm conventions	4.M5a	read hours and minutes on a 24-hour digital clock	5.M5a	time events in minutes and seconds, and order the results	6.M6a	estimate how long a journey takes
				4.M5b	time and order events in seconds	5.M5b	carry out practical activities involving timed events and explain which unit of time is the most appropriate	6.M5	time events in minutes and seconds to the nearest tenth of a second
				4.M4	use calendars to plan events				
	Temperature	3.M8 & 4.M8	take temperature readings using thermometers and interpret readings above and below 0°C	3.M8 & 4.M8	take temperature readings using thermometers and interpret readings above and below 0°C	5.M8 & 6.M8	measure and record temperatures involving positive and negative readings	5.M8 & 6.M8	measure and record temperatures involving positive and negative readings
Area and volume Angle and position						5.M8a & 6.M8a	calculate temperature differences, including those involving temperature rise and fall across 0°C.	5.M8a & 6.M8a	calculate temperature differences, including those involving temperature rise and fall across 0°C.
		3.M10	find areas by counting squares	4.M10	recognise volume in practical contexts	5.M10	calculate, estimate and compare the area of squares and rectangles using standard units	6.M10	calculate the area of squares and rectangles
		3.M9	use the four compass points to describe directions	4.M9	use eight compass points to describe direction	5.M10a	find volumes by counting and other practical methods	6.M9	use grid references to specify location
						5.M9	use coordinates to specify location		
	Collect and record data Present and analyse data Interpret results	3.D4 & 4.D4	represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams	3.D4 & 4.D4	represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams	5.D4 & 6.D4	represent data using: - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs	5.D4 & 6.D4	represent data using: - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs
Using data skills		3.D3 & 4.D3	extract and interpret information from charts, timetables, diagrams and graphs.	3.D3 & 4.D3	extract and interpret information from charts, timetables, diagrams and graphs.	5.D3 & 6.D3	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)	5.D3 & 6.D3	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)
						5.D3a & 6.D3a	use mean, median, mode and range to describe a data set.	5.D3a & 6.D3a	use mean, median, mode and range to describe a data set.

Numeracy Key Stage 3		Year 7		Year 8		Year 9	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	KS3.1	transfer mathematical skills across the curriculum in a variety of contexts and everyday situations				
		KS3.8	select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks				
		KS3.2	prioritise and organise the relevant steps needed to complete the task or reach a solution				
		KS3.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator				
		KS3.9	use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys				
		KS3.5	identify, measure or obtain required information to complete the task				
		KS3.10	identify what further information might be required and select what information is most appropriate				
		KS3.3	select appropriate mathematics and techniques to use				
		KS3.7	estimate and visualise size when measuring and use the correct units				
		KS3.11	explain results and procedures precisely using appropriate mathematical language				
	Represent and communicate	KS3.13	refine methods of recording calculations				
		KS3.14	use appropriate notation, symbols and units of measurement, including compound measures				
		KS3.15	select and construct appropriate charts, diagrams and graphs with suitable scales				
		KS3.16	interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading				
Review		KS3.17	select and apply appropriate checking strategies				
		KS3.18	interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible				
		KS3.20	verify and justify results or solutions, including discussion on risk and chance where relevant				
		KS3.21	interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data				
		KS3.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain				

## Numeracy Key Stage 3

Strands	Elements	Year 7			Year 8			Year 9		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Using number skills	Use number facts and relationships	7.N2	read and write numbers of any size and use the four operations and the connections between them, e.g. <i>apply division as the inverse of multiplication</i>	8.N4	recognise and apply key mental facts and strategies	9.N7	use powers and understand the importance of powers of 10			
		7.N4	recognise and apply key mental facts and strategies	8.N5	use known facts to derive others, e.g. <i>use 7 x 6 to derive 0.7 x 6</i>	9.N7a	show awareness of the need for standard form and its representation on a calculator			
		7.N5	use appropriate strategies for multiplication and division, including application of known facts	8.N7	use the terms cube, cube root and reciprocal					
		7.N7	use the terms square and square root							
		7.N9	use equivalence of fractions, decimals and percentages to compare proportions	8.N9	use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation	9.N9	use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation			
		7.N9a	recognise that some fractions are recurring decimals, e.g. <i>7/3 is 0.333</i>	8.N8	simplify a calculation by using fractions in their simplest terms	9.N8	use and interpret different representations of fractions, e.g. <i>mixed numbers and improper fractions</i>			
		7.N10	calculate percentages of quantities using non-calculator methods where appropriate	8.N9a	calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate	9.N10	express one quantity as a percentage of another			
	Fractions, decimals, percentages	7.N11	use ratio and proportion including map scales	8.N10	calculate the outcome of a given percentage increase or decrease	9.N10a	calculate a percentage increase or decrease			
				8.N11	use ratio and proportion to calculate quantities	9.N11	use ratio and proportion to calculate quantities			
		7.N12	use efficient written methods to add and subtract numbers with up to 2 decimal places	8.N12	use efficient written methods to add and subtract numbers with up to 2 decimal places	9.N12	use efficient written methods to add and subtract numbers and decimals of any size, including a mixture of large and small numbers with differing numbers of decimal places			
		7.N13	multiply and divide 3-digit by 2-digit whole numbers, extending to multiplying and dividing decimals with 1 or 2 places by single-digit whole numbers	8.N13	use efficient methods for multiplication and division of whole numbers and decimals, including decimals such as 0.6 or 0.06	9.N13	multiply and divide whole numbers and decimals			
		7.N13a	multiply and divide whole numbers by 0.5, 0.2, 0.1	8.N14	use the order of operations including brackets	9.N14	use the order of operations including brackets and powers			
Estimate and check	Calculate using mental and written methods	7.N14	use the order of operations							
		7.N16	use a range of strategies to check calculations including the use of inverse operations, equivalent calculations and the rules of divisibility	8.N15	use rounding to estimate answers to a given number of significant figures	9.N15	make and justify estimates and approximations of calculations			
		7.N15	use rounding to estimate answers	8.N15a	present answers to a given number of significant figures	9.N15a	choose the appropriate degree of accuracy to present answers			
		7.N15a	present answers to a given number of decimal places							
		7.N18	use profit and loss in buying and selling calculations	8.N18	carry out calculations relating to VAT, saving and borrowing	9.N18	calculate using foreign money and exchange rates			
	Manage money	7.N18a	understand the advantages and disadvantages of using bank accounts, including bank cards	8.N18a	appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing	9.N18a	understand the risks involved in different ways of saving and investing			
		7.N18b	make informed decisions relating to discounts and special offers			9.N18b	describe why insurance is important and understand the impact of not being insured			

Numeracy Key Stage 3		Year 7		Year 8		Year 9	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using measuring skills	Length, weight/ mass, capacity	7.M2	find perimeters of shapes with straight sides	8.M3	use the common units of measure, convert between related units of the metric system and carry out calculations	9.M2	find circumferences of circles
		7.M1	read and interpret scales on a range of measuring instruments	8.M3a	use rough metric equivalents of imperial units in daily use	9.M3	make links between speed, distance and time
		7.M3	convert between units of the metric system and carry out calculations				
	Time	7.M5	measure and record time in hundredths of a second	8.M5	interpret fractions of a second appropriately		
		7.M6	use time zones	8.M6	use timetables and time zones to calculate travel time		
	Temperature	7.M8	record temperatures in appropriate temperature scales	8.M8	convert temperatures between appropriate temperature scales	9.M8	convert temperatures between appropriate temperature scales
		7.M10	use formulae for the area of rectangles and triangles	8.M10	calculate areas of compound shapes (e.g. consisting of rectangles and triangles) and volumes of simple solids (e.g. cubes and cuboids)	9.M10	find areas of circles
	Area and volume Angle and position	7.M11	measure and draw angles	8.M9	use compass bearings and grid references to specify locations	9.M9	apply understanding of bearings and scale to interpret maps and plans, and to create plans and drawings to scale
		7.D2	collect own data for a survey, e.g. through designing a questionnaire	8.D2	plan how to collect data to test hypotheses	9.D2	test hypotheses, making decisions about how best to record and analyse the information from large data sets
	Using data skills	Collect and record data Present and analyse data Interpret results	7.D4	construct frequency tables for sets of data, grouped where appropriate, in equal class intervals (groups given to learners)	8.D4	construct a wide range of graphs and diagrams to represent discrete and continuous data	9.D4
7.D4a			construct a wide range of graphs and diagrams to represent the data and reflect the importance of scale	8.D4a	construct frequency tables for sets of data in equal class intervals, selecting groups as appropriate	9.D3	select and justify statistics most appropriate to the problem considering extreme values (outliers)
7.D3			interpret diagrams and graphs (including pie charts)	8.D4b	construct graphs to represent data including scatter diagrams to investigate correlation	9.D3a	examine results critically, select and justify choice of statistics recognising the limitations of any assumptions and their effect on the conclusions drawn
7.D3a			use mean, median, mode and range to compare two distributions (discrete data).	8.D3	interpret diagrams and graphs to compare sets of data	9.D5	use appropriate mathematical instruments and methods to construct accurate drawings.
				8.D3a	use mean, median, mode and range to compare two distributions (continuous data).		

<b>Numeracy</b> <b>More able and talented</b>			Extension	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RfL) routemap	
Developing numerical reasoning	Identify processes and connections	KS3.1	transfer mathematical skills across the curriculum in a variety of contexts and everyday situations	
		KS3.8	select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks	
		KS3.3	prioritise and organise the relevant steps needed to complete the task or reach a solution	
		KS3.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator	
		KS3.5	use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys	
		KS3.10	Identify, measure or obtain required information to complete the task	
		KS3.10	Identify what further information might be required and select what information is most appropriate	
		KS3.3	select appropriate mathematics and techniques to use	
		KS3.7	estimate and visualise size when measuring and use the correct units	
		KS3.11	explain results and procedures precisely using appropriate mathematical language	
	Represent and communicate	KS3.13	refine methods of recording calculations	
		KS3.14	use appropriate notation, symbols and units of measurement, including compound measures	
		KS3.15	select and construct appropriate charts, diagrams and graphs with suitable scales	
		KS3.16	Interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading	
Review		KS3.17	select and apply appropriate checking strategies	
		KS3.18	Interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible	
		KS3.20	verify and justify results or solutions, including discussion on risk and chance where relevant	
		KS3.21	Interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data	
		KS3.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain	

Numeracy More able and talented		Extension	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RFL) routemap
Using number skills	Use number facts and relationships	E.N7	use and interpret numbers in standard form within calculations
	Fractions, decimals, percentages	E.N10	use and understand the idea of reverse percentage to find an original quantity
		E.N10a	use multipliers as an efficient method when working with percentages, e.g. multiply by 1.2 to increase an amount by 20%
		E.N11	use and understand ratio and proportion in 2 dimensions
	Calculate using mental and written methods		
Using measuring skills	Estimate and check	E.N15	recognise and define limitations on accuracy of measurements
	Manage money	E.N18	use and understand efficient methods of calculating compound interest
		E.N18a	understand and demonstrate the real-life process of foreign exchange
		E.N18b	understand and calculate income tax
	Length, weight/mass, capacity	E.M3	understand and use a variety of compound measures
Using data skills	Time		
	Temperature		
	Area and volume	E.M10	apply proportional change to 2-dimensional designs
	Angle and position		
	Collect and record data Present and analyse data Interpret results	E.D6	understand slopes and gradients of graphs and relate to compound measures.



Routes to Numeracy		RfL routemap										A steps		B steps		C steps	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RfL) routemap <i>[RfL 27]</i>	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:						
Developing numerical reasoning	Identify processes and connections	RO.1	Intentional exploration of the environment <i>[RfL 27]</i>	A.1	focus attention on objects, manipulating and exploring them using a range of methods	B.1		C.1	use counting and comparing sometimes outside focused teaching activities								
		RO.2	Shared attention <i>[RfL 40]</i>	A.2	show an interest in number activities and counting with an adult, copy some actions, and/or vocalise at appropriate moments	B.2	pay attention, respond to and use number words in structured activities led by an adult	C.2	complete a task requiring several steps								
		RO.3	Modifies action when repeating action does not work <i>[RfL 38]</i>	A.3	use a favourite object in a new or different way after watching an adult do so	B.3	assist in counting and match identical objects when the task is structured by an adult	C.3	select and manipulate objects in order to help solve a problem								
		RO.3a		A.3a		B.3a	treat familiar items as similar despite differences in their appearance or their medium of representation (as objects, pictures, etc.)	C.3a									
		RO.3b		A.3b		B.3b	search for all missing items when 2 or 3 objects are hidden.	C.3b									
		RO.4	Object permanence <i>[RfL 34]</i>	A.4	locate and remove a favourite object from among a collection of different objects	B.4	watch an adult order a number of items in a particular way (e.g. cars in a row) then attempt to copy	C.4	make an attempt at a simple estimate, e.g. <i>how many objects will fit in a container</i>								
		RO.5		A.5		B.5		C.5									
		RO.6		A.6		B.6		C.6									
		RO.6a		A.6a		B.6a		C.6a									
		RO.7		A.7		B.7		C.7									
Represent and communicate		RO.8		A.8		B.8		C.8									
		RO.9		A.9		B.9		C.9									
		RO.10		A.10		B.10		C.10									
		RO.11		A.11		B.11	respond appropriately to some words describing: -quantity, e.g. some, more, a lot -size, e.g. big, little -position, e.g. in, on under when applied to real objects	C.11	respond appropriately to words describing: -quantity, e.g. some, more, a lot -size, e.g. big, little -position, e.g. in, on under								
		RO.11a		A.11a		B.11a	sign or indicate to show responses or choices	C.11a	demonstrate an awareness of number in activities								
		RO.12		A.12		B.12		C.12	record by making marks or drawing pictures								
		RO.13		A.13		B.13		C.13									
		RO.14		A.14		B.14		C.14									
		RO.15		A.15		B.15		C.15									
		RO.16		A.16		B.16		C.16									
Review		RO.17		A.17		B.17		C.17	recognise if the pattern is wrong, where items are in pairs, and put it right by completing the set or removing the odd item								
		RO.18		A.18		B.18		C.18	interpret written numerals correctly (up to 5) in a practical task, e.g. reads '3' and gives out corresponding number of drinks to others.								
		RO.19		A.19		B.19		C.19									
		RO.20		A.20		B.20		C.20									
		RO.21		A.21		B.21		C.21									

## Routes to Numeracy

Strands	Elements	RfL routemap		A steps		B steps		C steps	
		Code	Learners have achieved the following on the Routes for learning (RfL) routemap	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using number skills	Use number facts and relationships	RO.N1	'I Looks' backwards/forwards between two objects (knows two objects are present) [RfL 29]	A.N1	recognise which quantity is greater when numbers are small	B.N1	count 2 or 3 objects with support	C.N1	count reliably up to 5 objects
		RO.N2	Shared attention [RfL 40]	A.N2	point to an object or vocalise at an appropriate moment to indicate a number when an adult is counting	B.N2	recite numbers 1 to 5	C.N2	recite numbers from 1 to 10
		RO.N3		A.N3	anticipate climax in familiar number songs or rhymes (showing emergent recognition of number words)	B.N3	associate numerals (1 and 2) with number recognise that '2' is more than '1', activities	C.N3	name and order numerals to at least 5
		RO.N3a		A.N3a		B.N3a	recognise that '2' is more than '1'.	C.N3a	
		RO.N4		A.N4		B.N4		C.N4	
		RO.N5		A.N5		B.N5		C.N5	
		RO.N6		A.N6		B.N6		C.N6	
Fractions, decimals, percentages		RO.N7		A.N7		B.N7		C.N7	
		RO.N7a		A.N7a		B.N7a		C.N7a	
		RO.N8		A.N8		B.N8		C.N8	
		RO.N8a		A.N8a		B.N8a		C.N8a	
		RO.N8b		A.N8b		B.N8b		C.N8b	
		RO.N9		A.N9		B.N9		C.N9	
		RO.N9a		A.N9a		B.N9a		C.N9a	
Calculate using mental and written methods		RO.N10		A.N10		B.N10		C.N10	
		RO.N10a		A.N10a		B.N10a		C.N10a	
		RO.N11		A.N11		B.N11		C.N11	
		RO.N12		A.N12		B.N12		C.N12	'add more' to, or 'take away' from, a set when the task is structured by an adult, and can re-count to find new total
		RO.N12a		A.N12a		B.N12a		C.N12a	
		RO.N13		A.N13		B.N13		C.N13	
		RO.N13a		A.N13a		B.N13a		C.N13a	
Estimate and check		RO.N14		A.N14		B.N14		C.N14	
		RO.N15		A.N15		B.N15		C.N15	
		RO.N15a		A.N15a		B.N15a		C.N15a	
		RO.N16		A.N16		B.N16		C.N16	
		RO.N16a		A.N16a		B.N16a		C.N16a	
		RO.N16b		A.N16b		B.N16b		C.N16b	
		RO.N17	Communicates choice to attentive adult [RfL 37]	A.N17	give a coin in exchange for an item after observing others do so in role play shop (may have no notion of coin's value but will engage in the social interaction)	B.N17	point to choice of item from two or three in role play shop then give coin(s) in exchange	C.N17	give money in exchange for an item in a real shop when coins and choice are prepared in advance
Manage money		RO.N17a		A.N17a		B.N17a	find coins from a limited collection which are the same as ones shown by an adult	C.N17a	sort coins according to one attribute, e.g. colour, size or shape
		RO.N17b		A.N17b		B.N17b		C.N17b	
		RO.N18		A.N18		B.N18		C.N18	
		RO.N18a		A.N18a		B.N18a		C.N18a	
		RO.N18b		A.N18b		B.N18b		C.N18b	

Routes to Numeracy		RfL routemap		A steps		B steps		C steps	
Strands	Elements	Code	Learners have achieved the following on the Routes for learning (RfL) routemap	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using measuring skills	Length, weight/ mass, capacity	RO.M1	Selects from two or more items [RfL 36]	A.M1	explore the distinctions between objects by putting/holding them together, joining/ stacking/breaking them apart/putting them into containers	B.M1	find the 'big' object from 2 otherwise similar items: - where the difference in size is large and the activity is structured by an adult	C.M1	independently compare the size of objects by lining them up or holding them together: -find the 'big' one from two objects and order several objects according to their size
		RO.M1a		A.M1a		B.M1a	find one the same from a small collection of objects when the activity is structured by an adult	C.M1a	
		RO.M1b		A.M1b		B.M1b		C.M1b	
		RO.M2		A.M2		B.M2		C.M2	
	Time	RO.M3		A.M3		B.M3		C.M3	
		RO.M3a		A.M3a		B.M3a		C.M3a	
		RO.M4	Does two different actions in sequence to get reward [RfL 35]	A.M4	show growing awareness of rhythmic patterns and begin to coordinate some sounds with gestures or pointing	B.M4	adjust speed of clapping to match a model (faster or slower)	C.M4	use simple pictures to understand the sequence of events and activities in their day
		RO.M4a		A.M4a		B.M4a	anticipate a routine event when it is represented by a picture/symbol or object of reference	C.M4a	accept a wait for a more favoured activity by referring to a pictorial representation of their day (use the concepts of 'finished' and 'next')
	Temperature	RO.M5		A.M5		B.M5		C.M5	
		RO.M5a		A.M5a		B.M5a		C.M5a	
		RO.M5b		A.M5b		B.M5b		C.M5b	
		RO.M6		A.M6		B.M6		C.M6	
Using data skills	Area and volume	RO.M6a		A.M6a		B.M6a		C.M6a	
		RO.M7		A.M7		B.M7		C.M7	appreciate the difference of hot and cold
		RO.M8		A.M8		B.M8		C.M8	
		RO.M8a		A.M8a		B.M8a		C.M8a	
	Angle and position	RO.M9		A.M9		B.M9		C.M9	
		RO.M9a		A.M9a		B.M9a		C.M9a	
		RO.M10		A.M10		B.M10		C.M10	
		RO.M10a		A.M10a		B.M10a		C.M10a	
	Collect and record data Present and analyse data Interpret results	RO.M11		A.M11		B.M11		C.M11	
		RO.D1	Selects from two or more items [RfL 36]	A.D1	'gather' and hold onto several objects sharing a particular preferred property, while discarding others	B.D1	separate from a collection objects which share a common attribute (of their own choosing)	C.D1	separate objects which share a specified attribute, e.g. <i>big/ttle, round</i>
		RO.D1a	Purposful action on everyday environment [RfL 24]	A.D1a	touch, point to or give an object to indicate an 'answer' in a number activity.	B.D1a	match an object to an identical object and a picture to an identical picture	C.D1a	consistently match pictures to objects (not necessarily identical)
		RO.D1b		A.D1b		B.D1b	match a very familiar object to a clear photo of an identical object	C.D1b	match related pairs of objects or pictures, e.g. <i>knife and fork, cup and saucer</i>
		RO.D2		A.D2		B.D2		C.D2	
		RO.D2a		A.D2a		B.D2a		C.D2a	
		RO.D3		A.D3		B.D3		C.D3	
		RO.D3a		A.D3a		B.D3a		C.D3a	
		RO.D4		A.D4		B.D4	manipulate objects or pictures within simple number games and activities – the final position of the items records the solution.	C.D4	use sorting and ordering to organise objects using them in context but not always correctly
		RO.D4a		A.D4a		B.D4a		C.D4a	record numbers by matching numerals to sets of objects (up to 5).
		RO.D4b		A.D4b		B.D4b		C.D4b	
		RO.D5		A.D5		B.D5		C.D5	
		RO.D6		A.D6		B.D6		C.D6	

Numeracy Foundation Phase		Reception		Year 1		Year 2	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	FP.1	transfer mathematical skills to play and classroom activities				
		FP.2	Identify steps to complete the task or reach a solution				
		FP.3	select appropriate mathematics and techniques to use				
		FP.3a					
		FP.3b					
		FP.4	select and use relevant number facts and mental strategies				
		FP.5	select appropriate equipment and resources				
		FP.6	use knowledge and practical experience to inform estimations				
		FP.6a					
		FP.7					
		FP.8					
		FP.9					
Represent and communicate		FP.10					
		FP.11	use everyday and mathematical language to talk about their own ideas and choices				
		FP.11a					
		FP.12	present work orally, pictorially and in written form, and use a variety of ways to represent collected data				
		FP.13	devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences				
Review		FP.14					
		FP.15					
		FP.16					
		FP.17	use checking strategies to decide if answers are reasonable				
		FP.18	interpret answers within the context of the problem and consider whether answers are sensible				
		FP.19	interpret information presented in charts and diagrams and draw appropriate conclusions				
		FP.20					
		FP.21					

Numeracy Foundation Phase		Reception			Year 1		Year 2	
Strands	Elements	Code	Learners are able to:		Code	Learners are able to:	Code	Learners are able to:
Using number skills	Use number facts and relationships	R.N1	count reliably up to 10 objects		1.N1	count reliably up to 20 objects	2.N1	count sets of objects by grouping in 2s, 5s or 10s
		R.N2	read and write numbers to at least 10		1.N2	read and write numbers to at least 20	2.N2	read and write numbers to 100
		R.N3	compare and order numbers to at least 10		1.N3	compare and order numbers to at least 20	2.N3	compare and order 2-digit numbers
		R.N3a			1.N3a		2.N3a	
		R.N4			1.N4	use number facts within 10, i.e.: - doubling and halving, e.g. 4 + 4 - bonds of 10, e.g. 6 + 4.	2.N4	use mental recall of number facts to 10 to derive other facts, i.e.: - doubling and halving, e.g. derive 40 + 40 from knowing 4 + 4 - bonds of 10, e.g. derive 60 + 40 from knowing 6 + 4
		R.N5			1.N5		2.N5	recall and use 2, 5 and 10 multiplication tables
		R.N6			1.N6		2.N6	
		R.N7			1.N7		2.N7	
		R.N7a			1.N7a		2.N7a	
		R.N8			1.N8	find halves in practical situations	2.N8	find halves and quarters in practical situations
		R.N8a			1.N8a		2.N8a	
		R.N8b			1.N8b		2.N8b	
		R.N9			1.N9		2.N9	
		R.N9a			1.N9a		2.N9a	
Fractions, decimals, percentages		R.N10			1.N10		2.N10	
		R.N10a			1.N10a		2.N10a	
		R.N11			1.N11		2.N11	
		R.N12	combine two groups of objects to find 'how many altogether?'		1.N12	add and subtract numbers involving up to 10 objects	2.N12	find small differences within 20 by using 'counting on' strategies
		R.N12a	take away objects to find 'how many are left?'		1.N12a	use 'counting on' strategies to add 2 collections, starting with the larger number, e.g. 8 + 5	2.N12a	use mental recall of number facts to 10 and place value to add or subtract larger numbers, e.g. 24 + 4, 30 + 5, 34 + 10
		R.N13			1.N13		2.N13	
		R.N13a			1.N13a		2.N13a	
		R.N14			1.N14		2.N14	
		R.N15			1.N15	make a sensible estimate of a number of objects that can be checked by counting	2.N15	
		R.N15a			1.N15a		2.N15a	
		R.N16			1.N16		2.N16	use checking strategies: - repeat addition in a different order - use halving and doubling within 20
		R.N16a			1.N16a		2.N16a	
		R.N16b			1.N16b		2.N16b	
		R.N17	use 1p, 2p, 5p and 10p coins to pay for items		1.N17	use different combinations of money to pay for items up to 20p	2.N17	use different combinations of money to pay for items up to £1
Manage money		R.N17a			1.N17a	find 1 totals and give change from 10p	2.N17a	find totals and give change from multiples of 10p
		R.N17b			1.N17b		2.N17b	
		R.N18			1.N18		2.N18	
		R.N18a			1.N18a		2.N18a	
		R.N18b			1.N18b		2.N18b	

Numeracy Foundation Phase		Reception			Year 1		Year 2	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	
Using measuring skills	Length, weight/ mass, capacity	R.M1	use direct comparisons with: - length, height and distance, e.g. longer/shorter than - weight/mass, e.g. heavier/lighter than - capacity, e.g. holds more/less than.	1.M1	use non-standard units to measure: - length, height and distance - weight/mass - capacity.	2.M1	use standard units to measure: - length, height and distance: metres, half metres or centimetres - weight/mass: kilograms or 10 gram weights - capacity: litres	
		R.M1a		1.M1a		2.M1a		
		R.M1b		1.M1b		2.M1b		
		R.M2		1.M2		2.M2		
		R.M3		1.M3		2.M3		
		R.M3a		1.M3a		2.M3a		
	Time	R.M4	demonstrate a developing sense of how long tasks and everyday events take	1.M4	use the concept of time in terms of their daily and weekly activities and the seasons of the year	2.M4		
		R.M4a	use the concept of time in terms of their daily activities	1.M4a		2.M4a		
		R.M5		1.M5	use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks	2.M5	read 'half past', 'quarter past' and 'quarter to' on an analogue clock	
		R.M5a		1.M5a		2.M5a	read hours and minutes on a 12-hour digital clock	
		R.M5b		1.M5b		2.M5b		
		R.M6		1.M6		2.M6		
Using data skills	Temperature	R.M6a		1.M6a		2.M6a		
		R.M7	use direct comparisons when describing temperature, e.g. hot/ cold	1.M7	use descriptive words for a range of temperatures, e.g. cooler/ warmer	2.M7		
		R.M8		1.M8		2.M8	compare daily temperatures using a thermometer (°C)	
		R.M8a		1.M8a		2.M8a		
		R.M9	move in given directions	1.M9	make whole turns and half turns	2.M9	recognise half and quarter turns, clockwise and anti-clockwise	
		R.M9a		1.M9a		2.M9a	recognise that a quarter turn is a right angle	
	Area and volume Angle and position	R.M10		1.M10		2.M10		
		R.M10a		1.M10a		2.M10a		
		R.M11		1.M11		2.M11		
		R.D1	sort and classify objects using one criterion	1.D1	sort and classify objects using more than one criterion	2.D1	gather and record data from: - lists and tables - diagrams - block graphs - pictographs where the symbol represents one unit	
		R.D1a		1.D1a		2.D1a		
		R.D1b		1.D1b		2.D1b		
	Collect and record data Present and analyse data Interpret results	R.D2	record collections using marks, numbers or pictures.	1.D2	collect information by voting or sorting and represent it in pictures, objects or drawings make lists and tables based on data collected.	2.D2	extract and interpret information from lists, tables, diagrams and graphs.	
		R.D2a		1.D2a		2.D2a		
		R.D3		1.D3		2.D3		
		R.D3a		1.D3a		2.D3a		
		R.D4		1.D4		2.D4		
		R.D4a		1.D4a		2.D4a		
		R.D4b		1.D4b		2.D4b		
		R.D5		1.D5		2.D5		
		R.D6		1.D6		2.D6		

## Numeracy Key Stage 2

Strands	Elements	Year 3		Year 4		Year 5		Year 6	
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	KS2.1	transfer mathematical skills to a variety of contexts and everyday situations						
		KS2.2	Identify the appropriate steps and information needed to complete the task or reach a solution						
		KS2.3	select appropriate mathematics and techniques to use						
		KS2.3a							
		KS2.3b							
		KS2.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator						
		KS2.5	select and use suitable instruments and units of measurement						
		KS2.6							
		KS2.6a							
		KS2.7	estimate and visualise size when measuring and use the correct units						
		KS2.8							
		KS2.9							
		KS2.10							
Represent and communicate		KS2.11	explain results and procedures clearly using mathematical language						
		KS2.11a							
		KS2.12							
		KS2.13	refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready						
		KS2.14	use appropriate notation, symbols and units of measurement						
		KS2.15	select and construct appropriate charts, diagrams and graphs with suitable scales						
		KS2.16							
		KS2.17	select from an increasing range of checking strategies to decide if answers are reasonable						
		KS2.18	interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible						
		KS2.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain.						
Review		KS2.20							
		KS2.21							

## Numeracy Key Stage 2

Strands	Elements	Year 3			Year 4			Year 5			Year 6		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using number skills	Use number facts and relationships	3.N1		4.N1		5.N1		6.N1					
		3.N2	read and write numbers to 1 000	4.N2	read and write numbers to 10 000	5.N2	read and write numbers to 100 000	6.N2	read and write numbers to 1 million and numbers to 3 decimal places				
		3.N3	compare and estimate with numbers up to 100	4.N3	compare and estimate with numbers up to 1 000	5.N3	compare numbers with 1 and 2 decimal places	6.N3					
		3.N3a		4.N3a		5.N3a		6.N3a					
		3.N4	use mental strategies to recall number facts within 20	4.N4		5.N4		6.N4					
		3.N5	recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems	4.N5	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems	5.N5	use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems	6.N5	use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems				
		3.N6	multiply numbers by 10	4.N6	multiply and divide numbers by 10 and 100	5.N6	multiply and divide numbers and decimals by 10 and 100	6.N6	multiply numbers and decimals by a multiple of 10, e.g. 15 x 30, 1.4cm x 20				
		3.N7		4.N7		5.N7		6.N7					
		3.N7a		4.N7a		5.N7a		6.N7a					
		3.N8	use halves and quarters	4.N8	halve 3-digit numbers in the context of number, money and measures	5.N8	calculate fractional quantities, e.g. 18 of 24 = 3, so 58 of 24 = 15	6.N8					
		3.N8a	have 2-digit numbers in the context of number, money and measure	4.N8a	find fractional quantities using known table facts, e.g. 16 of 30cm	5.N8a	use doubling and halving strategies when working with simple proportions	6.N8a					
		3.N8b	find fractional quantities linked to known multiplication facts, e.g. 13 of 18, 15 of 15	4.N8b	recognise fractions that are several parts of a whole, e.g. 23, 370	5.N8b		6.N8b					
		3.N9		4.N9		5.N9	use understanding of simple fraction and decimal equivalences when measuring and calculating, e.g. 1/2 = 0.5, 1/10 = 0.1	6.N9	use understanding of simple fraction, decimal and percentage equivalences, e.g. find 25% of 60cm and know that this is equivalent to 1/4 of 60cm				
Calculate using mental and written methods		3.N9a		4.N9a		5.N9a		6.N9a	calculate percentage quantities based on 10%, e.g. 20%, 5%, 15%				
		3.N10		4.N10		5.N10		6.N10					
		3.N10a		4.N10a		5.N10a		6.N10a					
		3.N11		4.N11		5.N11		6.N11	use simple ratio and proportion				
		3.N12	find differences within 100	4.N12	find differences within 1 000	5.N12	find differences between numbers with 1 decimal place	6.N12	add and subtract numbers using whole numbers and decimals				
		3.N12a	use mental strategies to add and subtract 2-digit numbers	4.N12a	add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method	5.N12a	add and subtract 3-digit numbers using an appropriate mental or written method	6.N12a					
		3.N13	use partitioning to double and halve 2-digit numbers	4.N13	use mental strategies to multiply and divide 2-digit numbers by a single digit number	5.N13	multiply and divide 3-digit numbers by a single-digit number	6.N13	multiply 2- and 3-digit numbers by a 2-digit number				
		3.N13a		4.N13a		5.N13a		6.N13a	divide 3-digit numbers by a 2-digit number				
		3.N14		4.N14		5.N14		6.N14					
		3.N15		4.N15	estimate by rounding to the nearest 10 or 100	5.N15	estimate by rounding to the nearest 10, 100 or 1 000	6.N15	estimate by rounding to the nearest 10, 100, 1 000 or whole number				
		3.N15a		4.N15a		5.N15a		6.N15a					
		3.N16	check subtraction using addition	4.N16	check answers using inverse operations	5.N16	check answers using inverse operations	6.N16	check answers using inverse operations				
		3.N16a	check halving using doubling	4.N16a		5.N16a		6.N16a					
		3.N16b	check multiplication using repeated addition	4.N16b		5.N16b		6.N16b					
Estimate and check													



## Numeracy Key Stage 2

Strands	Elements	Year 3			Year 4			Year 5			Year 6		
		Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using number skills	Manage money	3.N17	use different combinations of money to pay for items up to £2 and calculate the change	4.N17	use money to pay for items up to £10 and calculate the change	5.N17	order and compare the cost of items up to £1 000	6.N17	order and compare the cost of items up to £1 000	6.N17		6.N17	
		3.N17a	order and compare items up to £10	4.N17a	order and compare items up to £100	5.N17a	add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45	6.N17a	add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45	6.N17a		6.N17a	
		3.N17b		4.N17b	add and subtract totals less than £10 using correct notation, e.g. £6.85 – £2.76	5.N17b		6.N17b		6.N17b		6.N17b	
		3.N18	record money spent and saved	4.N18	manage money, compare costs from different retailers and determine what can be bought within a given budget	5.N18		6.N18	plan and track money and savings by keeping accurate records	6.N18		6.N18	use the terms profit and loss in buying and selling activities and make calculations for this
		3.N18a		4.N18a		5.N18a	realise that budgeting is important	6.N18a	realise that budgeting is important	6.N18a		6.N18a	understand the advantages and disadvantages of using bank accounts
		3.N18b		4.N18b		5.N18b		6.N18b	make comparisons between prices and understand which is best value for money	6.N18b		6.N18b	make comparisons between prices and understand which is best value for money
Using measuring skills	Length, weight/ mass, capacity	3.M1	use standard units of measure: - length: measure on a ruler to the nearest ½ cm - weight/mass: use 5g, 10g and 100g weights - capacity: use litres and half litres; measure to the nearest 100ml.	4.M1	measure on a ruler to the nearest mm and record using a mix of units, e.g. 1cm 3mm	5.M1	use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg	6.M1	use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg	6.M1		6.M1	read and interpret scales or divisions on a range of measuring instruments
		3.M1a		4.M1a	use weighing scales with divisions to weigh objects to the nearest 5g, 10g, 25g or 100g	5.M1a		6.M1a		6.M1a		6.M1a	
		3.M1b		4.M1b	measure capacities to the nearest 50ml or 100ml	5.M1b		6.M1b		6.M1b		6.M1b	
		3.M2	recognise that perimeter is the distance around a shape	4.M2	measure and calculate the perimeter of squares and rectangles	5.M2	measure perimeters	6.M2	measure perimeters	6.M2		6.M2	
		3.M3		4.M3	convert metric units of length to smaller units, e.g. cm to mm, m to cm, km to m	5.M3	make use of conversions, e.g. ½ of a km = 250m	6.M3	make use of conversions, e.g. ½ of a km = 250m	6.M3	record measurements in different ways, e.g. 1.3kg = 1kg 300g	6.M3	record measurements in different ways, e.g. 1.3kg = 1kg 300g
		3.M3a		4.M3a		5.M3a		6.M3a	use the language of imperial units in daily use, e.g. miles, pints	6.M3a		6.M3a	use the language of imperial units in daily use, e.g. miles, pints
	Time	3.M4		4.M4	use calendars to plan events	5.M4		6.M4		6.M4		6.M4	
		3.M4a		4.M4a		5.M4a		6.M4a		6.M4a		6.M4a	
		3.M5	tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour	4.M5	tell the time to the nearest minute on analogue clocks	5.M5	read and use analogue and digital clocks	6.M5	read and use analogue and digital clocks	6.M5	time events in minutes and seconds to the nearest tenth of a second	6.M5	time events in minutes and seconds to the nearest tenth of a second
		3.M5a	read hours and minutes on a 12-hour digital clock using am/pm conventions	4.M5a	read hours and minutes on a 24-hour digital clock	5.M5a	time events in minutes and seconds, and order the results	6.M5a	time events in minutes and seconds, and order the results	6.M5a		6.M5a	
		3.M5b		4.M5b	time and order events in seconds	5.M5b	carry out practical activities involving timed events and explain which unit of time is the most appropriate	6.M5b	carry out practical activities involving timed events and explain which unit of time is the most appropriate	6.M5b		6.M5b	
		3.M6		4.M6		5.M6		6.M6		6.M6	use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process	6.M6	use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process
		3.M6a		4.M6a		5.M6a		6.M6a	estimate how long a journey takes	6.M6a		6.M6a	estimate how long a journey takes

Numeracy Key Stage 2		Year 3		Year 4		Year 5		Year 6	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using measuring skills	Temperature	3.M7		4.M7		5.M7		6.M7	
		3.M8	take temperature readings using thermometers and interpret readings above and below 0°C.	4.M8	take temperature readings using thermometers and interpret readings above and below 0°C.	5.M8	measure and record temperatures involving positive and negative readings	6.M8	measure and record temperatures involving positive and negative readings
		3.M8a		4.M8a		5.M8a	calculate temperature differences, including those involving temperature rise and fall across 0°C.	6.M8a	calculate temperature differences, including those involving temperature rise and fall across 0°C.
	Area and volume Angle and position	3.M9	use the four compass points to describe directions.	4.M9	use eight compass points to describe direction	5.M9	use coordinates to specify location.	6.M9	use grid references to specify location.
Using data skills	Collect and record data Present and analyse data Interpret results	3.M9a		4.M9a		5.M9a		6.M9a	
		3.M10	find areas by counting squares	4.M10	recognise volume in practical contexts	5.M10	calculate, estimate and compare the area of squares and rectangles using standard units	6.M10	calculate the area of squares and rectangles
		3.M10a		4.M10a		5.M10a	find volumes by counting and other practical methods	6.M10a	
		3.M11		4.M11		5.M11		6.M11	
		3.D1		4.D1		5.D1		6.D1	
		3.D1a		4.D1a		5.D1a		6.D1a	
		3.D1b		4.D1b		5.D1b		6.D1b	
		3.D2		4.D2		5.D2		6.D2	
		3.D2a		4.D2a		5.D2a		6.D2a	
		3.D3	extract and interpret information from charts, timetables, diagrams and graphs.	4.D3	extract and interpret information from charts, timetables, diagrams and graphs.	5.D3	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)	6.D3	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)
		3.D3a		4.D3a		5.D3a	use mean, median, mode and range to describe a data set.	6.D3a	use mean, median, mode and range to describe a data set.
		3.D4	represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams	4.D4	represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams	5.D4	represent data using: - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs	6.D4	represent data using: - lists, tally charts, tables, diagrams and frequency tables - bar charts, grouped data charts, line graphs and conversion graphs

## Numeracy Key Stage 3

		Year 7		Year 8		Year 9	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Developing numerical reasoning	Identify processes and connections	KS3.1	transfer mathematical skills across the curriculum in a variety of contexts and everyday situations				
		KS3.2	prioritise and organise the relevant steps needed to complete the task or reach a solution				
		KS3.3	select appropriate mathematics and techniques to use				
		KS3.3a					
		KS3.3b					
		KS3.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator				
		KS3.5	identify, measure or obtain required information to complete the task				
		KS3.6					
		KS3.6a					
		KS3.7	estimate and visualise size when measuring and use the correct units.				
	Represent and communicate	KS3.8	select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks				
		KS3.9	use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys				
		KS3.10	identify what further information might be required and select what information is most appropriate				
		KS3.11	explain results and procedures precisely using appropriate mathematical language				
		KS3.11a					
		KS3.12					
		KS3.13	refine methods of recording calculations				
		KS3.14	use appropriate notation, symbols and units of measurement, including compound measures				
		KS3.15	select and construct appropriate charts, diagrams and graphs with suitable scales				
		KS3.16	interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading.				
		KS3.17	select and apply appropriate checking strategies				
	Review	KS3.18	interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible				
		KS3.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain.				
		KS3.20	verify and justify results or solutions, including discussion on risk and chance where relevant				
		KS3.21	interpret mathematical information, draw inferences from graphs, diagrams and data, including discussion on limitations of data				



## Numeracy Key Stage 3

		Year 7		Year 8		Year 9	
Strands	Elements	Code	Learners are able to:	Code	Learners are able to:	Code	Learners are able to:
Using number skills	Manage money	7.N17		8.N17		9.N17	
		7.N17a		8.N17a		9.N17a	
		7.N17b		8.N17b		9.N17b	
		7.N18	use profit and loss in buying and selling calculations	8.N18	carry out calculations relating to VAT, saving and borrowing	9.N18	calculate using foreign money and exchange rates
		7.N18a	understand the advantages and disadvantages of using bank accounts, including bank cards	8.N18a	appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing.	9.N18a	understand the risks involved in different ways of saving and investing
		7.N18b	make informed decisions relating to discounts and special offers.	8.N18b		9.N18b	describe why insurance is important and understand the impact of not being insured.
Using measuring skills	Length, weight/ mass, capacity	7.M1	read and interpret scales on a range of measuring instruments	8.M1		9.M1	
		7.M1a		8.M1a		9.M1a	
		7.M1b		8.M1b		9.M1b	
		7.M2	find perimeters of shapes with straight sides	8.M2		9.M2	find circumferences of circles
		7.M3	convert between units of the metric system and carry out calculations.	8.M3	use the common units of measure, convert between related units of the metric system and carry out calculations	9.M3	make links between speed, distance and time
		7.M3a		8.M3a	use rough metric equivalents of imperial units in daily use	9.M3a	
	Time	7.M4		8.M4		9.M4	
		7.M4a		8.M4a		9.M4a	
		7.M5	measure and record time in hundredths of a second	8.M5	interpret fractions of a second appropriately	9.M5	
		7.M5a		8.M5a		9.M5a	
		7.M5b		8.M5b		9.M5b	
Using measuring skills	Temperature	7.M6	use time zones.	8.M6	use timetables and time zones to calculate travel time	9.M6	
		7.M6a		8.M6a		9.M6a	
		7.M7		8.M7		9.M7	convert temperatures between appropriate temperature scales.
		7.M8	record temperatures in appropriate temperature scales.	8.M8	convert temperatures between appropriate temperature scales	9.M8	convert temperatures between appropriate temperature scales.
		7.M8a		8.M8a		9.M8a	
		7.M9		8.M9	use compass bearings and grid references to specify locations	9.M9	apply understanding of bearings and scale to interpret maps and plans, and to create plans and drawings to scale
	Area and volume	7.M9a		8.M9a		9.M9a	
		7.M10	use formulae for the area of rectangles and triangles	8.M10	calculate areas of compound shapes (e.g. consisting of rectangles and triangles) and volumes of simple solids (e.g. cubes and cuboids)	9.M10	find areas of circles
		7.M10a		8.M10a		9.M10a	
		7.M11	measure and draw angles.	8.M11		9.M11	

Numeracy Key Stage 3	
Strands	Elements
Using data skills	Collect and record data
	Present and analyse data
	Interpret results

Year 7			Year 8			Year 9		
Code	Learners are able to:		Code	Learners are able to:		Code	Learners are able to:	
7.D1			8.D1			9.D1		
7.D1a			8.D1a			9.D1a		
7.D1b			8.D1b			9.D1b		
7.D2	collect own data for a survey, e.g. through designing a questionnaire		8.D2	plan how to collect data to test hypotheses		9.D2	test hypotheses, making decisions about how best to record and analyse the information from large data sets	
7.D2a			8.D2a			9.D2a		
7.D3	interpret diagrams and graphs (including pie charts)		8.D3	interpret diagrams and graphs to compare sets of data		9.D3	select and justify statistics most appropriate to the problem considering extreme values (outliers)	
7.D3a	use mean, median, mode and range to compare two distributions (discrete data).		8.D3a	use mean, median, mode and range to compare two distributions (continuous data).		9.D3a	examine results critically, select and justify choice of statistics recognising the limitations of any assumptions and their effect on the conclusions drawn	
7.D4	construct frequency tables for sets of data, grouped where appropriate, in equal class intervals (groups given to learners)		8.D4	construct a wide range of graphs and diagrams to represent discrete and continuous data		9.D4	construct and interpret graphs and diagrams (including pie charts) to represent discrete or continuous data, with the learner choosing an appropriate scale	
7.D4a	construct a wide range of graphs and diagrams to represent the data and reflect the importance of scale		8.D4a	construct frequency tables for sets of data in equal class intervals, selecting groups as appropriate		9.D4a		
7.D4b			8.D4b	construct graphs to represent data including scatter diagrams to investigate correlation		9.D4b		
7.D5			8.D5			9.D5	use appropriate mathematical instruments and methods to construct accurate drawings.	
7.D6			8.D6			9.D6		

Numeracy More able and talented			Extension	
Strands	Elements	Code	Learners are able to:	
Developing numerical reasoning	Identify processes and connections	KS3.1	transfer mathematical skills across the curriculum in a variety of contexts and everyday situations	
		KS3.2	prioritise and organise the relevant steps needed to complete the task or reach a solution	
		KS3.3	select appropriate mathematics and techniques to use	
		KS3.3a		
		KS3.3b		
		KS3.4	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator	
		KS3.5	identify, measure or obtain required information to complete the task	
		KS3.6		
		KS3.6a		
		KS3.7	estimate and visualise size when measuring and use the correct units	
	Represent and communicate	KS3.8	select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks	
		KS3.9	use a scientific calculator to carry out calculations effectively and efficiently using the available range of function keys	
		KS3.10	identify what further information might be required and select what information is most appropriate	
		KS3.11	explain results and procedures precisely using appropriate mathematical language	
		KS3.11a		
		KS3.12		
		KS3.13	refine methods of recording calculations	
		KS3.14	use appropriate notation, symbols and units of measurement, including compound measures	
		KS3.15	select and construct appropriate charts, diagrams and graphs with suitable scales	
		KS3.16	interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading.	
	Review	KS3.17	select and apply appropriate checking strategies	
		KS3.18	interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible	
		KS3.19	draw conclusions from data and recognise that some conclusions may be misleading or uncertain	
		KS3.20	verify and justify results or solutions, including discussion on risk and chance where relevant	
		KS3.21	interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data	

Numeracy More able and talented		Extension	
Strands	Elements	Code	Learners are able to:
Using number skills	Use number facts and relationships	E.N1	
		E.N2	
		E.N3	
		E.N3a	
		E.N4	
		E.N5	
		E.N6	
	Fractions, decimals, percentages	E.N7	use and interpret numbers in standard form within calculations
		E.N7a	
		E.N8	
		E.N8a	
		E.N8b	
		E.N9	
		E.N9a	
	Calculate using mental and written methods	E.N10	use and understand the idea of reverse percentage to find an original quantity
		E.N10a	use multipliers as an efficient method when working with percentages, e.g. <i>multiply by 1.2 to increase an amount by 20%</i>
		E.N11	use and understand ratio and proportion in 2 dimensions.
		E.N12	
Estimate and check	E.N12a		
	E.N13		
	E.N13a		
	E.N14		
Manage money	E.N15	recognise and define limitations on accuracy of measurements.	
	E.N15a		
	E.N16		
	E.N16a		
Using number skills	E.N16b		
	E.N17		
	E.N17a		
	E.N17b		
	E.N18	use and understand efficient methods of calculating compound interest	
	E.N18a	understand and demonstrate the real-life process of foreign exchange	
	E.N18b	understand and calculate income tax	



Numeracy More able and talented		Extension	
Strands	Elements	Code	Learners are able to:
Using measuring skills	Length, weight/ mass, capacity	E.M1	
		E.M1a	
		E.M1b	
		E.M2	
		E.M3	understand and use a variety of compound measures
		E.M3a	
	Time	E.M4	
		E.M4a	
		E.M5	
		E.M5a	
		E.M5b	
		E.M6	
Using data skills	Temperature	E.M6a	
		E.M7	
		E.M8	
		E.M8a	
		E.M9	
		E.M9a	
	Area and volume Angle and position	E.M10	apply proportional change to 2-dimensional designs
		E.M10a	
		E.M11	
		E.D1	
		E.D1a	
		E.D1b	
Using data skills	Collect and record data Present and analyse data Interpret results	E.D2	
		E.D2a	
		E.D3	
		E.D3a	
		E.D4	
		E.D4a	
		E.D4b	
		E.D5	
		E.D6	understand slopes and gradients of graphs and relate to compound measures.