



LITERACY & NUMERACY GUIDE

we learn, we experience, we inspire



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About this guide

This guide is a general overview of what we expect students to learn in literacy and numeracy by the completion of each year. It does not reflect the fact that students may join our school at different stages in their learning journey, and join the learning continuum at different points. These guidelines are provided to give families a better understanding of what the general expectations are by the end of the school year, and are taken from our scope and sequence documents. It is important to remember that teachers are in tune with the needs of each child and differentiated instruction and support is provided to ensure students can achieve their potential.

To understand this booklet more fully, please read it alongside the Primary Years Programme (PYP) Curriculum Guide. If you have questions, we encourage you to ask your child's teacher.



Early Years

LITERACY

By the end of Early Years, students will be have been exposed to these standards as relevant to their personal stage for development:

- enjoy listening to stories, choose and look at picture books for pleasure
- show curiosity and ask questions about pictures or text
- differentiate between illustrations and written text
- begin to see the difference between letters/characters, numbers and symbols
- show an awareness of sound–symbol relationships and begin to recognise the way that some familiar sounds can be recorded
- begin to make illustrations
- name classmates, teachers and familiar classroom and playground objects

NUMERACY

By the end of Early Years, students will be have been exposed to these standards as relevant to their personal stage for development:

- begin to understand the meaning of counting by using counting skills in play
- start to recognise numerals in their environment
- begin to use appropriate descriptive language, using terms such as big, heavy, tall and empty
- understand that measuring can be done by using different tools; for example, hands, feet, string
- begin using their own vocabulary to describe objects
- recognise shapes in their environment
- show their understanding of shape through their play



Group 2

LITERACY

By the end of Group 2, students should be able to:

- begin to understand that the same story can be told from different points of view
- listen attentively and respond to stories when they are read aloud
- begin to recognise events in a story
- understand that the order and organisation of words, sentences, and images contribute to text meaning
- show some knowledge of capital letters, full stops, and word order, volume and clarity, and simple symbols
- begin to write letters and numbers independently
- tell own stories using words, gestures, and objects

NUMERACY

By the end of Group 2, students should be able to:

- make connections between number names, numerals and quantities up to 10
- count to and from 20 and order small collections
- compare objects using mass, length and capacity
- connect events and the days of the week
- explain the order of events
- use appropriate language to describe location
- group objects based on common characteristics and sort shapes and objects
- answer simple questions to collect information and make simple inferences



Group 3

LITERACY

By the end of Group 3, students should be able to:

- listen attentively and respond to questions when a story is read aloud
 - make simple predictions and anticipate possible outcomes of story events
 - begin to recognise sources of information
 - start to recognise how texts are constructed for different purposes, audiences and situations
 - understand the author uses pictures and text to create meaning for the reader
 - identify the problem and solution within the story
 - begin to write to create meaning
 - start to identify ways and create next steps for writing collaboratively
 - use word banks, high frequency words and knowledge of sounds/patterns in writing
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NUMERACY

By the end of Group 3, students should be able to:

- skip count by 2, 5 and 10, and count to and from 100 and locate numbers on a number line
- use knowledge of place value to partition numbers
- begin to recognise language of fractions, including halves, quarters
- recognise coins and their value
- explain time durations and tell time to the half-hour
- describe two-dimensional (2D) and three-dimensional (3D) shapes
- carry out simple additions and subtractions
- order objects based on length and capacity
- use the language of direction to move from place to place
- describe and collect data in different ways



Group 4

LITERACY

By the end of Group 4, students should be able to:

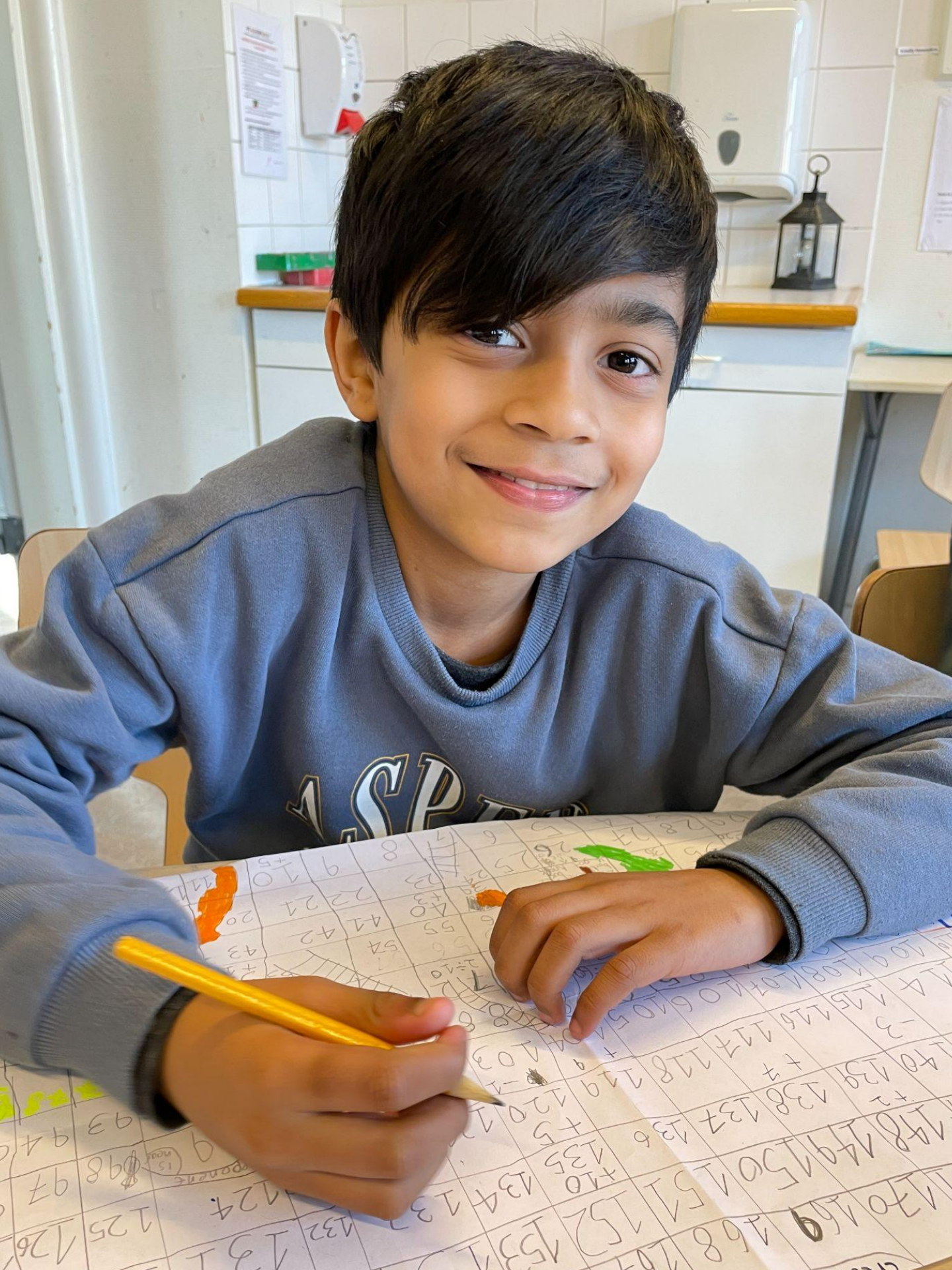
- begin to organise thoughts and feelings before speaking
- begin to understand the structure of various texts
- participate in a variety of dramatic activities
- develop and convey personal voice
- read texts at an appropriate level, independently and with good understanding
- engage in the process of writing
- proofread their own writing and make some corrections and improvements
- begin to locate and summarise information from different sources
- make meaning of increasingly complex texts
- make and support inferences with increasing independence
- identify key words and topic sentences to summarise parts of a text
- write with increasing speed and endurance
- create a range of texts by integrating sources of information and processing strategies with increasing confidence

Group 4

NUMERACY

By the end of Group 4, students should be able to:

- recognise increasing and decreasing number sequences involving 2, 3 and 5
- count to and from 1000
- perform simple addition and subtraction calculations using a range of strategies
- represent multiplication and division by grouping into sets
- associate collections of coins with their value
- identify the missing element in a number sequence
- recognise the features of three-dimensional (3D) objects
- interpret simple maps of familiar locations
- make sense of collected information
- divide collections and shapes into halves, quarters and eighths
- order shapes and objects using informal units
- tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons
- draw two-dimensional (2D) shapes
- describe outcomes for everyday events
- collect, organise and represent data to make simple inferences



Group 5

LITERACY

By the end of Group 5, students should be able to:

- think critically about texts with increasing understanding and confidence
- begin to locate information and summarise information from a variety of valid sources
- access information from a variety of texts (both in print and online)
- evaluate the reliability and usefulness of texts with increasing confidence
- ask questions to try to understand what the author is saying to the reader
- show understanding of how text conventions can be used appropriately and effectively; for example, glossary, headings, etc.
- write to communicate a message to a particular audience
- show increasing awareness of a range of viewpoints
- demonstrate a good understanding of spelling patterns
- begin to use some figurative language to enhance writing; for example, similes and alliteration
- express thoughts, ideas and opinions and discuss them, respecting contributions from others
- participate in teacher conferences and note new learning goals, self-monitor and take responsibility for improvement

Group 5

NUMERACY

By the end of Group 5, students should be able to:

- recognise the connection between addition and subtraction and solve problems
- count to and from 10 000
- classify numbers as odd or even
- recall addition and multiplication facts for single-digit numbers
- use efficient strategies for multiplication
- correctly count out change from financial transactions
- model and represent unit fractions
- represent money values in various ways
- identify symmetry in the environment
- match positions on maps with given information
- recognise angles in real situations
- interpret and compare data displays
- use metric units for length, mass and capacity
- tell time to the nearest minute
- make models of three-dimensional (3D) objects
- conduct chance experiments and list possible outcomes
- conduct simple data investigations



"Oh, you won't see it, old man," said
Carnegie. "Hold the line!"
Gloucester struggled to see small
Carnegie. He held the line. With one hand
soldiers held the chain firmly. With one hand
Carnegie pulled Gloucester's right eye open.
Carnegie pulled Gloucester's right eye open.
"Yes, my friend! Help me, something!" said
all Gloucester managed to say before he
screamed in such agony that it made even
the soldiers feel sick.
For a moment, Carnegie looked closely at
Gloucester's face and the blood pouring from
his empty eye socket. "Well, that's no good,
but putting out just one of them," he said. "We
leoparded him."
"You think of everything, my boy," said
Carnegie. He held open Gloucester's left eye
and was raising his dagger again when one
of his soldiers cried out, "That's enough!"
The soldier sprang at Carnegie, dragging
him off Gloucester.
"How dare you, you dog!" said Carnegie,
swallowing himself back.

Group 6

LITERACY

By the end of Group 6, students should be able to:

- participate in a variety of dramatic activities
- work in pairs or groups to develop oral presentations and explain their reasoning
- form and express ideas with increased clarity
- use a variety of specific vocabulary in different situations
- make links between different languages, structure and vocabulary
- use a variety of writing styles and begin to identify when each style is used
- use different strategies to monitor and self-correct spelling, punctuation and presentation
- organise ideas in a logical sequence
- use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich writing
- work independently to produce written writing that is legible and well-presented
- begin to locate, organise, synthesise and present written information obtained from a variety of valid sources
- use a wide range of strategies to monitor and self-correct spelling, punctuation and presentation

Group 6

NUMERACY

By the end of Group 6, students should be able to:

- choose appropriate strategies for calculations involving multiplication and division
- recognise common equivalent fractions
- make connections between fraction and decimal notations up to two decimal places
- solve simple money problems
- identify and explain strategies for finding unknown quantities in number sentences
- compare areas of regular and irregular shapes using informal units
- begin to solve problems involving time
- interpret information on maps
- describe different methods for data collection and representation, and evaluate their effectiveness
- recall multiplication facts to 10×10 and related division facts
- locate familiar fractions on a number line
- continue to build number sequences involving multiples of single-digit numbers
- use instruments to measure temperatures, lengths, shapes and objects
- convert between units of time
- create symmetrical shapes and patterns
- classify angles in relation to a right angle
- list the probabilities of everyday events
- construct data displays from given or collected data



Group 7

LITERACY

By the end of Group 7, students should be able to:

- argue persuasively and defend a point of view
- use ideas to suggest awareness of a range of dimensions or viewpoints
- begin to paraphrase and summarise when communicating orally
- prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications
- identify visual language features used in texts and recognise their effects
- use an increasing vocabulary to communicate precise meaning and support details to achieve desired effects
- use figurative language to enhance writing; for example, similes, metaphors, alliteration
- write independently and with confidence, demonstrating a personal voice as a writer
- respond to literal questions and begin to find hidden meanings within the text (inference) using the text for support
- identify relevant, reliable and useful information and decide on appropriate ways to use it
- make connections by interpreting ideas within and between texts from a range of contexts
- reread, edit and revise to improve their own writing; for example, content, language, organisation

Group 7

NUMERACY

By the end of Group 7, students should be able to:

- solve simple problems involving the four operations using a range of strategies
- check the reasonableness of answers using estimation and rounding
- identify and describe factors and multiples
- identify and explain strategies for finding unknown quantities in number sentences involving the four operations
- explain plans for simple budgets
- connect three-dimensional (3D) objects with their two-dimensional (2D) representations
- describe transformations of two-dimensional (2D) shapes and identify line and rotational symmetry
- interpret different data sets
- order decimals and unit fractions and locate them on number lines
- add and subtract fractions with the same denominator
- continue patterns by adding and subtracting fractions and decimals
- use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- convert between 12- and 24-hour time
- use a grid reference system to locate landmarks
- measure and construct different angles
- list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1
- pose questions to gather data and construct data displays appropriate for the data



Group 8

LITERACY

By the end of Group 8, students should be able to:

- identify and describe elements of a story (plot, setting, characters, theme)
- compare and contrast the plots of two similar novels
- distinguish between fact and opinion and reach conclusions about what represents valid information
- use a dictionary, thesaurus and spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
- use a range of tools and techniques to produce and publish written work
- develop, communicate, and sustain sophisticated ideas, information and understandings
- choose the most appropriate style to convey their ideas when creating written work
- write with speed and endurance to suit the nature of the task and its purpose, without loss of legibility and with consistent style
- confidently use figurative language to enhance writing; for example, similes, metaphors, idioms, alliteration
- organise ideas in a logical sequence, using appropriate punctuation and paragraphing to organise ideas
- reflect on communication to monitor and assess their own learning
- use speech responsibly to inform, entertain and influence others
- form and communicate ideas and information clearly, drawing on a range of sources

Group 8

NUMERACY

By the end of Group 8, students should be able to:

- describe the use of integers in everyday contexts
- solve problems involving all four operations with whole numbers
- connect fractions, decimals and percentages as different representations of the same number
- solve problems involving the addition and subtraction of related fractions
- make connections between the powers of 10 and the multiplication and division of decimals
- choose appropriate units of measurement to perform a calculation
- make connections between capacity and volume
- solve problems involving length and area
- interpret timetables
- solve problems using the properties of angles
- compare observed and expected frequencies
- interpret and compare a variety of data displays
- locate fractions and integers on a number line
- calculate a simple fraction of a quantity
- add, subtract and multiply decimals and divide decimals
- calculate common percentage discounts on sale items
- write correct number sentences using brackets and order of operations
- locate an ordered pair in any one of the four quadrants on the Cartesian plane
- construct simple prisms and pyramids
- describe probabilities using simple fractions, decimals and percentages



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