7 + Entrance Examination

Curriculum Progress Tracker

Full name ....

Date of 7 Plus Entrance Exam ....…

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Track learning objectives as not yet achieving, working towards or achieving the objective.

English

Speaking and listening			
1	I can ask relevant questions			
2	I can articulate and justify answers, including expressing my opinions about things that I have read			
3	I can give well-structured descriptions, explanations and narratives			
4	I can maintain attention and participate actively in conversations, staying on topic and initiating and responding to comments appropriately			
5	I can speak audibly and fluently with an increasing command of Standard English			

Reading			
6	I can read a wide variety of age appropriate texts (silently and aloud) quickly, accurately and fluently, automatically decoding words using phonics and other reading strategies			
7	I can read age appropriate unfamiliar words, including exception words, accurately and without undue hesitation			
8	I can use a dictionary to check the meaning of unfamiliar words			
9	I can explain the meaning of words in context			
10	I can skim and scan to identify ideas in a text and explain these using my own words			
11	I can make simple inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying my inferences with evidence			
12	I can predict what might happen next in a narrative			

13	I can recognise and demonstrate understanding of figurative language			
14	I can use age-appropriate, academic vocabulary: simile, metaphor, alliteration, adjective, adverb, verb, noun etc.			

Writing				
15	I can spell many words, including common exception words, using segmenting and other strategies			
16	I can recognise common homophones and use these accurately			
17	I can form capital letters and lower-case letters neatly and can begin to join my handwriting with appropriate spacing between words			
18	I can write for different purposes, including descriptions, narratives and recounts			
19	I can plan in advance what I am going to write either verbally or by making notes			
20	I can check my writing makes sense and make simple revisions to my writing, including corrections of common errors in spelling, punctuation and grammar			
21	I can accurately demarcate sentences (using full stops and capital letters)			
22	I can use commas in lists			
23	I can write statements and questions, using question marks accurately			
24	I can use a possessive apostrophe (singular) (for example, the girl's book)			
25	I can use apostrophes of contraction (for example, can't)			
26	I can use exclamation marks appropriately and can include exclamatives in my writing			
27	I can use direct speech in my narratives with punctuation			

28	I can use the present and past tenses correctly and consistently including the progressive form (for example, she is drumming, he was shouting)			
29	I can structure a simple narrative, using a beginning, middle and end with some attempt to add a dilemma and to resolve it			
30	In narratives, I can describe settings and characters using a variety of vocabulary			
31	I can organise paragraphs around a theme			
32	I can use subordination (using when, if, that, before, after, while, so, because, although) and coordination (using or, and, but) in my sentences			
33	I can vary my sentence starters, including starting sentences with adverbs (first, then, next, suddenly)			
34	I can use figurative language in my writing			
35	I can use expanded noun phrases to describe (for example, the blue butterfly, plain flour, the man in the moon)			

Maths

Number and Place Value				
36	I can count on and back in multiples of 2, 3, 4 and 5 from 0, and in 10s from any number, forward and backward			
37	I can find 10 or 100 more or less than any given number			
38	I can recognise the place value of each digit in a three-digit number (100s, 10s, 1s)			
39	I can read and write any three-digit whole number in figures and words			
40	I can compare and order numbers up to 1000			
41	I can round any number to the nearest 10, 100 or 1,000			
42	I can identify, represent and estimate numbers using different representations			

43	I can solve number problems and practical problems involving these ideas.			

Addition and Subtraction				
44	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100			
45	I can add and subtract numbers mentally and using formal written methods, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers 3 one-digit numbers			
46	I can show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot			
47	I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems			
48	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.			

Multiplication and Division				
49	I can recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables, including recognising odd and even numbers			
50	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs			
51	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot			
52	I can use formal written methods to multiply a two-digit number by a one-digit number			
53	I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.			

	Fractions			
54	I can recognise, find, name and write fractions of a length, shape, set of objects or quantity: unit fractions and non-unit fractions with small denominators			
55	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
56	I can recognise and show, using diagrams, equivalent fractions with small denominators			
57	I can add and subtract fractions with the same denominator within one whole			
58	I can compare and order unit fractions, and fractions with the same denominators			
59	I can solve problems that involve all of the above.			

	Measurement			
60	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels			
61	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =			
62	I can measure the perimeter of simple 2-D shapes			
63	I can recognise and use symbols for pounds (£) and pence (p)			
64	I can find different combinations of coins that equal the same amounts of money			
65	I can solve problems in a practical context involving addition and subtraction of money in both £ and p, including giving change			
66	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and from a 12-hour digital clock			
67	I can record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight			

68	I know the number of seconds in a minute, minutes in an hour, hours in a day and days in each month, year and leap year			
69	I can solve problems that involve all of the above.			

Properties of Shapes				
70	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line			
71	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces			
72	I can identify 2-D shapes on the surface of 3-D shapes			
73	I can recognise angles as a property of shape or a description of a turn			
74	I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn			
75	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines			
76	I can order and arrange combinations of mathematical objects in patterns and sequences			
77	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).			

Statistics				
78	I can interpret and construct simple pictograms, tally charts, block diagrams and tables			
79	I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.			

Interpersonal Skills

Expected six months prior to the exam

80	I can play and work in a group with other children			
81	I know how to be friendly towards others			
82	I can take turns when I play a game			
83	I can wait my turn to say something in a classroom			
84	I can share with others			
85	I can concentrate and pay attention to the task in hand			
86	I know that I have to work hard to achieve my goals			
87	I can explain what I am good at and what went well in a task			
88	I can tell you something special about me			
89	I say "please" and "thank you"			
90	I can fasten my own jacket and put on my shoes			
91	I can listen to and follow instructions			

Expected 12 months prior to the exam				
92	I can listen and respond to others in a conversation			
93	I can work cooperatively in a group			
94	I can explain my strengths in learning			
95	I can resist distractions in order to accurately complete my work			
96	I am aware of the consequences of my actions			

97	I can hold a conversation with an adult			
98	I am confident in meeting new children and teachers			

Expected 18 months prior to the exam				
99	I can make suggestions as to how a group can work well together			
100	I can appreciate that others have different opinions to me			
101	I can resolve problems and conflicts independently			
102	I can explain what my strengths and weaknesses are in my learning			
103	I can manage my feelings appropriately			
104	I can work independently for a sustained period of time			
105	I can complete work in a timed environment			
106	I can read over my work to check for mistakes			