

## **Reading**

### **Comprehension (language in context and choice of language)**

The children must:

- Use knowledge of vocabulary and context to give meaning to new language
- Explains clearly how vocabulary choices affect meaning in a range of text types
- Discuss how the use of different sentence types changes the meaning of a passage
- Identify descriptive devices within a text i.e. Expanded noun phrases, adverbial phrases, similes etc.

### **Comprehension (retrieval)**

The children must:

- Understand and explain the main points from what they have read, with direct reference to the text
- Identify explicit details from the text, showing the section of the text they found the information
- Be able to explain how paragraphs have been used to organise a text
- Identify the text type according to key features

### **Comprehension (inference)**

The children must:

- Make inferences about characters' actions in a story based on evidence from the text
- Prove or disprove simple statements about a character by finding evidence in a text
- Be able to describe the actions of characters in a text and begin to explain them, in the context of the narrative
- Give feasible, reasoned predictions based on evidence
- Summarise the main points from a whole text
- Empathise with a character's motives and behaviours

## **Writing and Grammar**

### **Sentence composition**

The children must:

- Experiment with clause structures to give variety to their writing
- Use a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas
- Maintain a consistent tense through choosing and using an appropriate verb form
- Choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
- Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'

### **Punctuation**

- Always use capital letters and full stops accurately
- Always use question marks and exclamation marks accurately
- Use a comma after a fronted adverbial
- Use commas to separate clauses
- Use apostrophes to mark plural possession (e.g. The girl's name, the girls' names)
- Use inverted commas and other punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!")

### **Grammatical terms and word classes**

- Identify and use determiners
- Identify and use pronouns
- Identify and use possessive pronouns
- Identify and use a range of adverbials including those that indicate frequency and degrees of possibility (e.g. Sometimes, perhaps)

## **Mathematics**

### **Number and Place value**

The children must:

- Count backwards through zero in steps that are familiar from the previous year e.g. 1, 2, 5, 10, 3
- Compare and order numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000 using the context of measures
- Solve problems using place value and number facts
- Read and write numbers up to 1 000 000

### **Number- addition, subtraction (mental and written)**

- Use knowledge of inverse operations to check answers to addition and subtraction calculations
- Solve two-step problems involving addition and subtraction, deciding which operation to use
- Add three-digit and extend to four-digit numbers using the formal column method
- Subtract three-digit and extend to four-digit numbers using the formal column method
- Add and subtract increasingly large numbers mentally e.g.  $12\,462 - 2300 = 10\,162$

### **Number- multiplication and division (mental and written)**

- Recall and use multiplication and division facts for all the times table (learning 6, 12, 9, 11 and 7)
- Multiply and divide mentally using derived facts such as  $600 \div 3 = 200$  because  $2 \times 3 = 6$  or the associative law ( $2 \times 6 \times 5 = 10 \times 6 = 60$ )
- Multiply two-digit and three-digit by one-digit numbers using short multiplication
- Begin to divide three-digit by one-digit numbers with exact answers using short division
- Solve problems involving multiplication and division
- Multiply and divide mentally using known facts