

## **Reading**

### **Comprehension (language in context and language choices)**

The children must:

- Discuss word meanings, based on their existing vocabulary knowledge
- Gives meaning to new language using the context in which it appears
- Identify how vocabulary choices affect meaning
- Identify language used to create atmosphere and discuss why this language has been chosen
- Recognise adjectives, adverbs/simple adverbial phrases and similes

### **Comprehension (retrieval)**

The children must:

- Shows understanding of main points with reference to the text (who, what, where, when, how, why)
- Identify, select and highlight key words in a sentence to answer recall questions
- Skim short passages to answer recall questions
- Scan short passages to answer recall questions
- Explain how the format and presentation of a text impacts on the reader

### **Comprehension (inference)**

The children must:

- Discuss the actions of the main characters and justify views **using evidence from the text**
- Make inferences about characters' actions in a story **based upon evidence from the text**
- Empathise with a character's motives and behaviour
- Make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas
- Summarise the main points from a section of text

## **Writing and Grammar**

### **Sentence composition**

The children must:

- Have sentences which sometimes begin in a different way e.g. Using an adverb (Nervously, she walked into the room) or phrases
- Use at least one adjective to modify nouns e.g. A soft, moaning sound
- Begin to use co-ordinating and subordinating conjunctions to develop the flow of writing
- Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing '
- Use verb tenses consistently and accurately across a range of text types

### **Punctuation**

- (Nearly always) use full stops, capital letters, exclamation marks and question marks accurately
- Use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it
- Use an apostrophe for omissions (contractions) e.g. Can't, didn't, i'll, hasn't, couldn't
- Use a comma after a fronted adverbial
- 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 a range of adverbs correctly (e.g. Then, next, soon)
- Identify and use a range of noun phrases (e.g. The strict maths teacher with curly hair)
- Identify and use prepositions (e.g. Before, after, during, in)
- Identify and use fronted adverbials (e.g. Later that day)
- Identify main and subordinate clauses

## **Mathematics**

### **Number and Place value**

The children must:

- Find 100 more or 100 less than a given number up to 1000
- Understand the place value of each digit in a two-digit and three-digit number
- Compare and order numbers up to 100 and extend to 1000 sometimes using the  $<$ ,  $>$  and  $=$  signs correctly
- Represent numbers up to and beyond 1000 using different representations, including measuring equipment
- Find 1000 more or 1000 less than a given number
- Understand the place value of each digit in a three-digit and four-digit number

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

- Solve problems including missing number problems involving addition
- Solve problems including missing number problems involving subtraction
- Use knowledge of inverse operations to check answers to addition and subtraction calculations
- Add two-digit and extend to three-digit numbers using the formal column method
- Subtract two-digit and extend to three-digit numbers using the formal column method
- Choose whether to add or subtract mentally or using a formal method

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

- Write mathematical statements for known multiplication and division facts using  $\times$ ,  $\div$  and  $=$
- Multiply two-digit by one-digit numbers using partitioning and known facts (e.g.  $24 \times 3 = 3 \times 4 = 12$  and  $3 \times 20 = 60$ .  $60 + 12 = 72$ )
- Divide two-digit by one-digit numbers using informal methods such as known facts, arrays and number lines (repeated subtraction)
- Solve missing number problems involving multiplication and division
- Solve problems involving multiplication and division
- Recall and use multiplication and division facts for the 3, 4 and 8 times tables