

# Core Targets : Reception

## Unlocking learning through oracy

- Listen in a range of different situations.
- Respond to stories they have heard with relevant comments.
- Talk in front of their peers about something that has happened to them.
- Engage in conversations with familiar adults and peers.
- Give attention to others and respond appropriately.
- Able to answer how and why questions in response to stories or events.

- Talk on one topic without deviation.
- Use talk to co-operate and contribute when playing with others.
- Listen carefully to what is being said and respond when necessary.
- Respond to a two-part instruction.
- Know not to interrupt when someone is saying something.

### Reading (resources: Read write inc)

- Pupils will be taught phonics through the Read write inc programme.
- All pupils will have a secure knowledge of Phase Two phonics and will be working within Phase Three.
- Develop a bank of sight vocabulary which includes both High Frequency and Tricky words.
- Use phonic knowledge to decode regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Express an opinion about a text.
- To promote reading for pleasure through exposure to a wide range of texts.
- Make basic predictions about what may happen next.

### Writing

- Use correct pencil grip.
- Identify and use upper and lower case letters.
- Write name (correct upper & lower case).
- Use correct letter formation for familiar words.
- Write in a way which matches their spoken sounds.
- Apply phonic knowledge when writing independently.
- Write simple sentences which can be read by themselves & others.
- begin to use capital letters and full stops.
- Write some common irregular words.

### Mathematics

- Recognise, count and order numbers to 20.
- Recognise and read 2 digit numbers.
- Say 1 more/1 less to 20.
- Add & subtract two single digit numbers.
- Use the mathematical vocabulary related to addition and subtraction.
- Record using marks which the pupil can interpret and explain.
- Count on/back to find an answer within 20.
- To solve problems involving doubling, halving and sharing.
- Recognise and describe the properties of 2D shapes using mathematical vocabulary.
- Talk about size, weight, capacity, position, distance, time and money to compare quantities and objects, and to solve problems.
- Recognise, create, and describe patterns.

# Core Targets : Year 1

## Unlocking learning through oracy

- Speak clearly and loudly enough to communicate meaningfully.
- Ask questions about matters of interest.
- Express feelings and ideas when talking about matters of interest.
- Start to develop ideas by adding detail to their speech.
- Start to understand how to take turns when speaking.
- Start to listen to others and respond appropriately.

- Join in with imaginative play taking on role of different familiar characters.
- Speak in complete sentences after modelling, paying particular attention to correct use of phrasing and tense.
- Retell a familiar story in sentences, using narrative language.
- Recount an event or experience in sentences.
- Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.

**Sue Rogers resources:** Stories with familiar settings; Stories from a range of cultures; Traditional and Fairy Tales; Adventure stories; Labels, lists and captions; Instructions; Recounts, Using a dictionary; Information texts; Fact and Fiction; Using the Senses; Pattern and Rhyme; Poems on a theme.

**Reading Scheme books inc.** Ginn, Rigby Star, Oxford Reading Tree, Floppy's Phonics, Read Write Inc Ditty books, Project X.

### Reading (resources inc. Read Write Inc)

- Pupils will be taught phonics through the Read Write Inc programme of study.
- All pupils will have a secure knowledge of Phase Three, Phase Four and Phase Five phonics.
- Read first 300 High Frequency Words.
- Recognise & join in with predictable phrases.
- Relate reading to own experiences, expressing likes and dislikes.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title & events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said & done.
- Read aloud with pace & expression, i.e. pause at full stop; raise voice for question.
- Recognise:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.

### Writing

- Spell the First 300 High Frequency Words.
- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Select and use the appropriate tense.
- Introduce use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use capital letters for names & personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use school script for correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

### Mathematics

- Count to & across 100, forwards & backwards from any number.
- Read & write numbers to 20 in numerals & words.
- Count, read & write numbers to 100 in numerals.
- Say 1 more/1 less to 100.
- Count in multiples of 2, 5 & 10.
- Use bonds & subtraction facts to 20.
- Add & subtract:
  - 1 digit & 2 digit numbers to 20, including zero.
- Solve one step problems that involve addition and subtraction, including simple word problems and missing number problems.
- Solve one-step multiplication & division problems, including simple word problems, using objects, pictorial representation and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.
- Recognise, name and describe the properties of 2D shapes.
- Recognise and name 3D shapes.
- Describe position, directions and movements including whole, half, quarter and three quarter turns.
- Recognise and know the different denominations of coins and notes.
- Measure, compare, describe and solve practical problems for:
  - Lengths and heights
  - Mass or weight
  - Capacity and Volume
  - Time

# Core Targets : Year 2

## Unlocking learning through oracy

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences using Standard English.
- Make more specific vocabulary choices, e.g. technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or small groups.
- Begin to be aware that formal and informal situations require a different role and language.

- Offer appropriate comments in paired or small group discussion.
- Retell a familiar story using narrative language and linking words/phrases.
- Recount an event or experience in sentences using specifically chosen vocabulary.
- Perform a simple poem from memory.
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.

**Sue Rogers resources:** Stories with familiar settings, Traditional stories, Different stories by the same author, Extended stories, Instructions, Explanations, Information texts, Non chronological reports, Patterns on the page, Really looking and Silly stuff.

**Reading Scheme books inc.** Ginn, Rigby Star, Treetops, Oxford Reading Tree, Floppy's Phonics, Project X, Tick Tock, Snap Dragons.

### Reading (resources inc. Read Write Inc)

- Pupils will be taught phonics through the Read Write Inc programme of study.
- All pupils will have a secure knowledge of set 1, 2 and 3 sounds.
- Read most High Frequency Words without overt sounding and blending .
- Sound out unfamiliar words accurately, automatically and without undue hesitation.
- Recognise simple recurring literary language in poems and stories.
- Read ahead to help with fluency & expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes & events.
- Make inferences and predictions on the basis of what is being said & done in stories they are reading and being told.
- Comment on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
  - commas in lists
  - apostrophe of omission & possession (singular noun)
  - Ellipsis
- Identify past/present tense and why the writer has used a tense.
- Introduced to non-fiction books that are structured in different ways.
- Use content and index to locate information.

### Writing

- Write lower case letters correct size relative to one another.
- Show evidence of diagonal & horizontal strokes to join.
- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Write with correct & consistent use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Develop positive attitudes towards and stamina for writing by:
  - Writing for different purposes.
  - Writing about personal experiences and those of others (real and imagined)
  - Writing about real events.
  - Writing poetry.
- Plan writing through rehearsing sentences verbally and writing down ideas/key words.
- Make simple additions, revisions and corrections to their own work.

### Mathematics

- Read & write all numbers to 100 in digits & words.
- Recognise place value of each digit in any 2-digit number.
- Compare & order numbers up to 100 and use  $<$   $>$   $=$ .
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall & use multiplication & division facts for 2, 5 & 10 times tables.
- Recognise odd and even numbers.
- Recall & use number bonds (+/- facts ) to 20.
- Derive & use related +/- facts to 100.
- Add & subtract:
  - 2-digit number & ones
  - 2-digit number & tens
  - Two 2-digit numbers
  - Three 1-digit numbers
- Recognise & use inverse (+/-) and use this to check calculations and solve missing number problems.
- Calculate & write multiplication & division calculations using multiplication tables.
- Solve problems involving multiplication and division.
- Recognise, find, name & write  $1/3$ ;  $1/4$ ;  $2/4$ ;  $3/4$ .
- Write & recognise equivalence of simple fractions (e.g.  $1/2 = 2/4$ ).
- Choose and use appropriate standard units to estimate and measure length, mass, temperature & capacity.
- Know the number of minutes in an hour and number of hours in a day.
- Tell time to five minutes, including quarter past/to.
- Solve simple problems involving addition and subtraction of money, and combinations of coins that equal a given amount.
- Identify and describe line symmetry in 2D shapes.
- Use edges, faces and vertices to describe 3D shapes.
- Interpret and construct simple pictograms, tally charts, block diagrams and simple data.

# Core Targets: Year 3

## Unlocking learning through oracy

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.
- Vary the use and choice of vocabulary – dependent on the purpose and audience.

- Start to show awareness of how and when Standard English is used.
- Retell a story using narrative language, adding relevant detail.
- Perform poems from memory, adapting expression & tone as appropriate.
- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Begin to adapt use of language to meet the needs of the audience/listener.

**Sue Rogers resources:** Stories with familiar settings, Myths, Adventure and mystery, Authors and letters, Dialogue and plays, Reports, Instructions, Persuasive information, Poems to perform, Shape poems and Language play

### Reading

- Develop positive attitudes to reading and understanding of what they read through:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.
  - Read for a range of purposes.
  - Read books that are structured in different ways.
- Use dictionaries to check the meaning of words that they have read.
- Retrieve and record information from non-fiction texts (using contents/glossary etc.).
- Identify themes in a range of books (e.g. fairy stories and folk tales).
- Make predictions.
- Comment on the way characters relate to one another.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Discuss words and phrases that capture the reader's interest and imagination.
- Know which words are essential in a sentence to retain meaning.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas as indicating direct speech in a text.
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - Adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

### Writing

- Write with increasing legibility, consistency and fluency.
- Express time, place and cause using conjunctions (when, so, before, after, while, because).
- Use perfect form of verbs to mark relationships of time & cause.
- Use adverbs (e.g. then, next, soon, therefore).
- Use prepositions (e.g. before, after, during, in, because of).
- Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> person.
- Experiment with adjectives to create impact.
- Use inverted commas to punctuate direct speech.
- Choose nouns and pronouns appropriately for clarity.
- Discuss and record ideas prior to writing.
- Create setting, characters and plot consistent with the features of the genre.
- Group ideas into basic paragraphs.
- Write under headings & sub-headings in non-fiction.
- Assess the effectiveness of their own and others writing and suggest improvements.

### Mathematics

- Read & write all numbers to 1000 in digits & words.
- Recognise place value of each digit in any 3-digit number.
- Compare & order numbers up to 1000.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 & 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Add & subtract:
  - 3-digit numbers & ones
  - 3-digit numbers & tens
  - 3-digit numbers & hundreds
  - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Solve problems involving addition and subtraction, using number bonds, knowledge of place value, and columnar method.
- Multiply:
  - 2-digit by 1-digit using mental and written methods
- Solve problems involving multiplication and division including scaling and correspondence problems.
- Count up/down in tenths.
- Compare & order fractions with same denominator.
- +/- fractions with same denominator with whole.
- Recognise and show equivalent fractions using diagrams.
- Measure, compare, add and subtract lengths, mass, volume/capacity.
- Measure perimeter of simple 2D shapes.
- Tell time using 12 and 24 hour clocks; and using Roman numerals I to XII.
- Tell time to nearest minute.
- Know number of seconds in a minute, and the number of days in each month, year and leap year.
- Recognise angles as a property of a shape or a description of a turn.
- Identify right angles, horizontal and vertical lines, pairs of parallel and perpendicular lines.
- Solve problems using information presented in bar charts/tables.

# Core – Targets : Year 4

## Unlocking learning through oracy

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts.</li> <li>• Ask questions to clarify or develop understanding.</li> <li>• Give an answer and justify with evidence.</li> <li>• Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>• Show understanding of the main points and significant details in a discussion.</li> <li>• Show they have listened carefully through making relevant comments.</li> <li>• Increasingly able to adapt what they say to meet the needs of the audience/listener.</li> </ul> | <ul style="list-style-type: none"> <li>• Vary the use and choice of vocabulary dependent on the purpose and audience.</li> <li>• Vary the amount of detail dependent on the purpose and audience.</li> <li>• Show understanding of how and why language choices vary in different contexts.</li> <li>• Use some features of Standard English.</li> <li>• Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone.</li> <li>• Understand when the context requires the use of Standard English.</li> </ul> |
|--|--|

**Sue Rogers resources:** Stories with historical settings, Stories set in imaginary worlds, Stories from other cultures, Stories which raise issues and dilemmas, Plays, Newspaper reports, Information texts, Explanation texts, Persuasion, Imagery, Exploring form

### Reading

- Develop positive attitudes to reading and understanding of what they read through:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.
  - Read for a range of purposes.
  - Read books that are structured in different ways.
- Skim & scan to locate information and/or answer a question.
- Re-explain a text with confidence.
- Give a personal point of view on a text.
- Use appropriate voices for characters within a story.
- Recognise different forms of poetry.
- Identify themes and conventions in a wide range of texts.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Identify how language, structure and presentation contribute to meaning.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Recognise apostrophe of possession (plural)

### Writing

- Write with increasing legibility, consistency and fluency.
- Write from memory simple sentences, dictated by the teacher, including words and punctuation taught so far.
- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Expand noun phrases by the addition of modifying adjectives and preposition phrases.
- Use appropriate choice of noun or pronoun within and across sentences for clarity, cohesion and to avoid repetition.
- Use fronted adverbials.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use apostrophe for plural possession.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organize ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Discuss and record ideas prior to writing.
- Create setting, characters and plot consistent with the features of the genre.
- Group ideas into basic paragraphs.
- Write under headings & sub-headings in non-fiction.
- Assess the effectiveness of their own and others writing and suggest improvements.

### Mathematics

- Recognise place value of each digit in any 4-digit number.
- Count backwards through zero to include negative numbers.
- Compare & order numbers beyond 1,000.
- Find 1,000 more/less than a given number.
- Compare & order numbers with up to 2 decimal places.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Read Roman numerals to 100.
- Count in multiples of 6, 7, 9, 25 & 1000.
- Recall & use multiplication & division facts 6, 7, 9, 11 and 12 times tables.
- Recall & use multiplication & division facts all tables to 12x12.
- Add & subtract numbers with up to 4-digits using written columnar method.
- Solve one and two-step problems involving addition and subtraction in a range of contexts, including money/decimals.
- Multiply (using formal written layout):
  - 2-digit by 1-digit
  - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise & write families of common equivalent fractions
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Solve problems involving increasingly harder fractions to calculate quantities.
- Convert between different units of measure.
- Find the area of shapes by counting squares.
- Read, write & convert time between analogue & digital 12 & 24 hour clocks.
- Identify acute and obtuse angles.
- Complete a simple symmetric figure with a specific line of symmetry.
- Describe positions on a 2D grid as coordinates.
- Describe movements between positions as translations.
- Interpret and present discrete and continuous data.

# Core Targets : Year 5

## Unlocking learning through oracy

- Talk and listen confidently in a wide range of contexts including some that are formal.
- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and options justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.

- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible language or solution.
- Perform their own compositions using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

**Sue Rogers resources:** Novels and stories by significant children's' authors, Legends, Stories from other cultures, Our literary heritage, Film narrative, Dramatic conventions, Instructions, Information texts, Recounts, Persuasive letters, Persuasive argument, Poetic style, Classic and narrative poems, Choral and performance

### Reading

- Maintain positive attitudes to reading and understanding of what is read by:
  - Reading for a range of purposes
  - Reading books that are structured in different ways
  - Increasing familiarity with a wide range of books including myths, legends and traditional stories; modern fiction; fiction from our literary heritage; books from other cultures and traditions
- Retrieve, record and present information from non-fiction.
- Make comparisons within and across books.
- Identify themes and conventions within and across books.
- Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.
- Appreciate how two people may have a different view on the same event.
- Appreciate that people use bias in persuasive writing.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.

### Writing

- Write legibly, fluently and with increasing speed.
- Plan writing by
  - Identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In constructing narratives, consider how authors have developed characters and settings in what they have read, heard and seen performed.
- Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.
- Add phrases to make sentences more precise & detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - brackets
  - dashes
  - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating & coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

### Mathematics

- Read, write, compare & order numbers up to 1,000,000.
- Recognise PV of any number up to 1,000,000.
- Count forwards & backward with positive & negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare & order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples & factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise & use square numbers & cube numbers.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2dp to nearest whole number & 1dp.
- Add & subtract:
  - Numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:
  - 4-digits by 1-digit/ 2-digit
- Divide:
  - Up to 4-digits by 1-digit
- Multiply & divide:
  - Whole numbers & decimals by 10, 100 & 1,000
- Recognise & use thousandths.
- Recognise mixed numbers & improper fractions & convert from one to another.
- Multiply proper fractions & mixed numbers by whole numbers.
- Solve problems using addition, subtraction, multiplication and division and a combination of these.
- Solve time problems using timetables and converting between different units of time.
- Recognise % symbol and write percentages as a fraction with denominator 100 and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{5}$   $\frac{2}{5}$   $\frac{4}{5}$ .
- Estimate, compare, measure and draw acute, obtuse and reflex angles.
- Solve comparison, sum and difference problems using information presented in a line graph.

# Core – Targets : Year 6

## Unlocking learning through oracy

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions – elaborating to make meaning explicit.
- Take an active part in discussions, taking different roles.
- Use hypothetical speculative language to express possibilities.
- Use Standard English fluently in formal situations.
- Debate an issue maintaining a focused point of view.
- Use formal language of persuasion to structure a logical argument.

- Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere.
- Pay close attention to, and consider the view and opinions of, others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.

Sue Rogers resources: Fiction genres, Extended narrative, adventure quest, Authors and texts, Stories with flashbacks, Biography and autobiography, Journalistic writing, Argument, Factual information, Power of imagery and Finding a voice

### Reading

- Maintain positive attitudes to reading and understanding of what is read by:
  - Reading for a range of purposes
  - Reading books that are structured in different ways
  - Continuing to read and discuss a wide range of fiction, poetry, plays and non-fiction and text books.
- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.
- Distinguish between fact & opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Recognise:
  - complex sentences with more than one subordinate clause
  - phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects.
- Skim and scan to aide note-taking.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

### Writing

- Write legibly, fluently and with increasing speed.
- Plan writing by
  - Identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In constructing narratives, consider how authors have developed characters and settings in what they have read, heard and seen performed.
- Evaluate and edit work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list & semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.

### Mathematics

- Use negative numbers in context & calculate intervals across zero.
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Identify common factors, common multiples & prime numbers.
- Round any whole number to a required degree of accuracy.
- Identify the value of each digit to 3 decimal places.
- Use knowledge of order of operations to carry out calculations involving four operations.
- Multiply: 4-digit by 2-digit
- Divide: 4-digit by 2-digit
- Add & subtract fractions with different denominators & mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate % of whole number.
- Solve problems using addition, subtraction, multiplication and division and a combination of these, deciding which operations and methods to use and why.
- Use simple formulae.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Recognise that shapes with the same areas can have different perimeter and vice versa.
- Calculate the area of parallelograms and triangles.
- Illustrate and name parts of circles including radius, diameter and circumference.
- Describe positions on all four quadrants of the full coordinate grid.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.