

| Word Reading | | | | | | |
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| 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet | | | | | | |
| Comprehension | | | | | | |
| <i>Maintain positive attitudes to reading and understanding of what they read by:</i> | | | | | | |
| 2. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | | | | | |
| 3. Reading books that are structured in different ways and reading for a range of purposes | | | | | | |
| 4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions | | | | | | |
| 5. Recommending books that they have read to their peers, giving reasons for their choices | | | | | | |
| 6. Identifying and discussing themes and conventions in and across a wide range of writing | | | | | | |
| 7. Making comparisons within and across books | | | | | | |
| 8. Learning a wider range of poetry by heart | | | | | | |
| 9. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | | | | | | |
| <i>Understand what they read by:</i> | | | | | | |
| 10. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | | | | | | |
| 11. Asking questions to improve their understanding | | | | | | |
| 12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | | | | | |
| 13. Predicting what might happen from details stated and implied | | | | | | |
| 14. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | | | | | | |
| 15. Identifying how language, structure and presentation contribute to meaning | | | | | | |
| 16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | | | | | | |
| 17. Distinguish between statements of fact and opinion | | | | | | |
| 18. Retrieve, record and present information from non-fiction | | | | | | |
| 19. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | | | | | | |
| 20. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | | |
| 21. Provide reasoned justifications for their views | | | | | | |

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| Transcription: Spelling | | | | | | |
| 1. Use further prefixes and suffixes and understand the guidance for adding them (<i>Sp 5:1-11; GH 5:1,2</i>) | | | | | | |
| 2. Spell some words with silent letters (<i>Sp 5:14-18; GH 5:3,4</i>) | | | | | | |
| 3. Continue to distinguish between homophones and other words which are often confused (<i>Sp 5:19,20; GH 5:5,6</i>) | | | | | | |
| 4. Use dictionaries to check the spelling and meaning of words (<i>GH 5:7</i>) and use a thesaurus | | | | | | |
| 5. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (<i>GH 5:8,9</i>) | | | | | | |
| Transcription: Handwriting | | | | | | |
| 6. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters | | | | | | |
| 7. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task | | | | | | |
| Writing: Composition | | | | | | |
| 8. Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models (<i>e.g. text type prompts & scaffolds</i>) | | | | | | |
| 9. Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary (<i>e.g. planning scaffolds UKS2</i>) | | | | | | |
| 10. Draft and write by: selecting appropriate grammar and vocabulary (<i>pupil prompts UKS2</i>) | | | | | | |
| 11. Draft and write by: using a range of devices to build cohesion within paragraphs (<i>e.g. pupil prompts UKS2; GH 5:10,11</i>) | | | | | | |
| 12. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (<i>e.g. text type prompts UKS2; GH 5:12,13</i>) | | | | | | |
| 13. Evaluate and edit by: assessing the effectiveness of their own writing (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | |
| 14. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | |
| 15. Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing (<i>e.g. 'up-stage' prompts UKS2; GH 5:14,15</i>) | | | | | | |
| 16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing (<i>'up-stage' prompts UKS2; GH 5:16,17</i>) | | | | | | |
| 17. Proof-read for spelling and punctuation errors (<i>e.g. 'up-stage' prompts UKS2</i>) | | | | | | |
| Writing: Vocabulary, Grammar and Punctuation | | | | | | |
| 18. Use the perfect form of verbs to mark relationships of time and cause (<i>GH 5:18,19</i>) | | | | | | |
| 19. Use expanded noun phrases to convey complicated information concisely (<i>GH 5:20,21</i>) | | | | | | |
| 20. Use modal verbs or adverbs to indicate degrees of possibility (<i>GH 5:22</i>) | | | | | | |
| 21. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (<i>GH 5:23</i>) | | | | | | |
| 22. Use commas to clarify meaning or avoid ambiguity in writing (<i>GH 5:24</i>) | | | | | | |
| 23. Use brackets, dashes or commas to indicate parenthesis (<i>GH 5:25</i>) | | | | | | |
| 24. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology (<i>GH St 5</i>) | | | | | | |

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| Place Value | 1. Read, write, order & compare numbers to at least 1 000 000 and determine the value of each digit. | | | | | | | | |
| | 2. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 | | | | | | | | |
| | 3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. | | | | | | | | |
| | 4. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | | | | | | | | |
| Add and Sub | 5. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). | | | | | | | | |
| | 6. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and levels of accuracy. | | | | | | | | |
| | 7. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. | | | | | | | | |
| Mult and Div | 8. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. | | | | | | | | |
| | 9. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. | | | | | | | | |
| | 10. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division. | | | | | | | | |
| | 11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. | | | | | | | | |
| Fractions | 12. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. | | | | | | | | |
| | 13. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number. | | | | | | | | |
| | 14. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. | | | | | | | | |
| | 15. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. | | | | | | | | |
| | 16. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. | | | | | | | | |
| | 17. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read and write decimal numbers as fractions (e.g. $0.72 = \frac{72}{100}$). | | | | | | | | |
| | 18. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. | | | | | | | | |
| MEASURE | 19. Write percentages as a fraction. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and those with a denominator of a multiple of 10 or 25. | | | | | | | | |
| | 20. Convert between different units of metric measure (e.g. km & m; cm & m; cm & mm; g & kg; l & ml). Use approx. equivalences between metric and imperial units (e.g. inches, pounds & pints). | | | | | | | | |
| | 21. Measure & calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes. | | | | | | | | |
| | 22. Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water). | | | | | | | | |
| | 23. Solve probs involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. | | | | | | | | |
| GEOMETRY | 24. Identify 3D shapes, including cubes and other cuboids, from 2D representations. | | | | | | | | |
| | 25. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. | | | | | | | | |
| | 26. Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); other multiples of 90° . | | | | | | | | |
| | 27. Use the properties of rectangles to deduce related facts and find missing lengths and angles. | | | | | | | | |
| STATS | 28. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. | | | | | | | | |
| | 29. Solve comparison, sum and difference problems using information presented in a line graph. | | | | | | | | |
| | 30. Complete, read and interpret information in tables, including timetables. | | | | | | | | |