

Calverton Primary Year 1 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 1 and 2)
<p>Grammar, Punctuation and Vocabulary:</p> <ul style="list-style-type: none"> • Use 'and' in sentences • Start using Full Stops (.), Capital Letters, Question Marks (?) and Exclamation Marks (!) • Use capital letters for names and 'I' <p>Text and Structure:</p> <ul style="list-style-type: none"> • Say a sentence before writing it • Talk about what you will write about • Write 5 sentences <p>Presentation, Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Write lower-case letters starting in the right place • Write capital letters • Write the number 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 • Leave a space after words • Check writing makes sense 	<p>Word Reading:</p> <ul style="list-style-type: none"> • use phonics to decode words • blend sounds already learnt • read common words which do not use normal rules (eg: the, I, a, said) • read known words with –s, –es, –ing, –ed, –er and –est endings • read words with known sounds that have more than one syllable (sound) • read words with missing letters, knowing that the apostrophe replaces letters (e.g.: I'm, I'll, we'll) <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • be able to recall and retell key stories and traditional stories • join in with repeated or predictable parts of the text • learn and say some rhymes and poems • talk about word meanings using words that are already known to help <p>Comprehension:</p> <ul style="list-style-type: none"> • check reading makes sense and correct if needed • talk about the title and main events • explain why things are said and done by characters • say what might happen next • show understanding by clearly explaining what has been read 	<p>Word Structure:</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p>Sentence Structure:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and <p>Text Structure:</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives <p>Punctuation:</p> <ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 	<p>Number and Place Value:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Fractions:</p> <ul style="list-style-type: none"> • write simple fractions for example, $\frac{1}{2}$ of 6 = 3

Calverton Primary Year 2 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 1 and 2)
<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Write statements, questions, commands and exclamations • Add adjectives to nouns (e.g. the blue butterfly) • Write in past tense and present tense mostly correctly • Use when, if, that, because in sentences • Use or, and, but in sentences • Write in polite English <p>Punctuation:</p> <ul style="list-style-type: none"> • Use full stops correctly • Use capital letters correctly • Use exclamation marks (!) and question marks (?) • Use commas (,) for lists • Use apostrophes for contractions and possessive (e.g. Brian’s ball, they can’t) <p>Text and Structure:</p> <ul style="list-style-type: none"> • Write stories about what you and other people have done • Write about real events • Write poetry • List ideas and words before writing <p>Presentation:</p> <ul style="list-style-type: none"> • Write lower-case letters the same size • Use a diagonal join between some letters • Write capitals the correct size • Use sensible spaces between words <p>Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Think about how to improve some writing • Check writing makes sense and the tense is used correctly • Check that spelling and punctuation is correct 	<p>Word Reading:</p> <ul style="list-style-type: none"> • read at over 90 words per minute • read words with more than one syllable (sound), common suffixes (eg: -ing, -ed, -s) and words which do not use normal phonic rules for example: eye, people, many • read books fluently, only sounding out new words <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • enjoys reading • retell a range of well known stories • talk about favourite words and phrases • learn and say more poems by heart explaining the meanings <p>Comprehension:</p> <ul style="list-style-type: none"> • talk about texts by taking turns and listening to others • talk about the order of events • look at non fiction books with different structures • know some simple language that is repeated in stories and poems • understand text by using what child already knows with some extra information from the teacher • check that the text makes sense making reading corrections if needed • explain why things are being said or done • answer ‘why?’ questions about what is said and done 	<p>Word Structure:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Sentence Structure:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Text Structure:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Punctuation:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma 	<p>Number and Place Value:</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Fractions:</p> <ul style="list-style-type: none"> • write simple fractions for example, $\frac{1}{2}$ of 6 = 3

Calverton Primary Year 3 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 3 and 4)
<p>Grammar, Punctuation and Vocabulary:</p> <ul style="list-style-type: none"> • Use conjunctions (e.g. when, before, after, while, so, because) • Use adverbs (e.g. then, next, soon, therefore) • Use prepositions (e.g. before, after, during, in, because of) • Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play) • Start using inverted commas for speech <p>Text and Structure:</p> <ul style="list-style-type: none"> • In stories create settings, characters and plot • In non-fiction use headings and sub-headings • Start to use paragraphs • Plan by discussing and writing down ideas <p>Presentation, Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Use diagonal and horizontal joins between some letters • Suggest how a piece of writing can be improved • Suggest how pronouns, words and grammar can be changed to improve writing • Check for spelling and punctuation errors 	<p>Word Reading:</p> <ul style="list-style-type: none"> • read with increased fluency • read correctly more words which do not use normal phonic rules <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • known some regular themes and patterns in different book types • prepare and perform plays and poems showing understanding by action and changing voice (eg: tone and volume) • talk about words and phrases that are interesting and imaginative <p>Comprehension:</p> <ul style="list-style-type: none"> • check that the text makes sense and explain the meaning of words • ask questions to help understand the text • use clues to say what might happen next • find and make notes from non fiction texts • talk about texts by taking turns and listening to others • make links with other books and books read 	<p>Word Structure:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super-, anti-, auto -] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <p>Sentence Structure:</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>Text Structure:</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>Punctuation:</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<p>Number and Place Value:</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • find 1000 more or less than a given number <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • recall multiplication and division facts for multiplication tables up to 12×12 • multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Fractions:</p> <ul style="list-style-type: none"> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • add and subtract fractions with the same denominator • find the effect of dividing a one- or two-digit number by 10 and 100

Calverton Primary Year 4 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 3 and 4)
<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Use apostrophe for possession but not plural (e.g. Dog's dinner, lots of dogs) • Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Place adverb or adverbial phrase at the start of a sentence (e.g. Later that day, I heard the bad news.) • Use conjunctions when, if, because, although • Use standard English form of verbs (e.g. we were instead of we was, or I did instead of I done) <p>Punctuation:</p> <ul style="list-style-type: none"> • Use punctuation connected with speech correctly (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") • Use the possessive apostrophe correctly in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) • Use a comma after sentences that begin with adverbials <p>Text and Structure:</p> <ul style="list-style-type: none"> • Create settings and characters in stories • Use headings and subheadings for non-fiction • Paragraphs are used when there is a change of time, place or something happening • Use pronouns in a paragraphs • Look at key words, structure and grammar in texts to help plan own writing <p>Presentation, Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Make sure handwriting is neat including parallel letters • Suggest how a piece of writing can be improved • Suggest how pronouns, words and grammar can be changed to improve writing • Check for spelling and punctuation errors 	<p>Word Reading:</p> <ul style="list-style-type: none"> • read correctly more words which do not use normal phonic rules (and say which letters are unusual) <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • listen to and discuss fiction, poems, plays, non fiction, reference and text books • read and retell stories including fairy stories, myths and legends • know about different poetry types (e.g. free verse, narrative) <p>Comprehension:</p> <ul style="list-style-type: none"> • check word meanings with a dictionary • check that the text makes sense and explain the meaning of words • talk about character's thoughts, feelings and actions using clues from the text as evidence • describe the main ideas across paragraphs and summarise them • explain how language, structure and presentation help with sharing meaning • talk about texts by taking turns and listening to others 	<p>Word Structure:</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <p>Sentence Structure:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Text Structure:</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Punctuation:</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • determiner, pronoun, possessive pronoun, adverbial 	<p>Number and Place Value:</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • find 1000 more or less than a given number <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Multiplication and Division:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one -digit numbers, using mental and progressing to formal written methods • recall multiplication and division facts for multiplication tables up to 12 x 12 • multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Fractions:</p> <ul style="list-style-type: none"> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • add and subtract fractions with the same denominator • find the effect of dividing a one- or two-digit number by 10 and 100

Calverton Primary Year 5 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 5 and 6)
<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Use 'who, which, where, when, whose, that' to begin a relative clause (or through leaving these words out) • Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to show possibility • Use noun phrases (adjectives) to describe something precisely • Use prepositional phrases (to say where or when something is) to describe something precisely • Tense is used correctly throughout writing • Subject and verbs are always used correctly throughout writing (e.g. We were not we was) <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets (), dashes (-) or commas (,) to indicate parenthesis (additional information that can be removed from a sentence) • Use a comma when needed to make sure meaning is clear <p>Text and Structure:</p> <ul style="list-style-type: none"> • Use words to help paragraph flow (e.g. then, after that, this, firstly) • Paragraphs are linked together (adverbials: later, meanwhile, afterwards, nearby, secondly, penultimately) or (tense: he had seen her before) • In stories describe settings, characters and mood/atmosphere. Show speech to show personality, and use speech to move on in a story <p>Presentation, Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Discuss how a piece of writing is meets its purpose • Suggest how words, grammar and punctuation can be changed to improve writing • Check for spelling and punctuation errors 	<p>Word Reading:</p> <ul style="list-style-type: none"> • read a range of book types fluently <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • read and discuss fiction, poems, plays, non fiction, reference and text books • continue to read a range of books including modern fiction, classics and stories from other cultures • learns a wider range of poetry by heart • prepare and perform plays and poems so the audience understands the meaning using action and changing the voice (e.g. tone and volume) <p>Comprehension:</p> <ul style="list-style-type: none"> • read books with different structures and also books with different purposes • check that the text makes sense and explain the meaning of words and the text • ask questions to improve understanding • talk about character's thoughts, feelings, motives and actions using clues from the text as evidence • say what might happen based on clues in the text • explain how a writer affects the reader using carefully chosen language • say whether text is fact or opinion • find, make notes on and present information from non fiction texts • discuss books building on own and others' ideas and challenge others politely • support views with examples, evidence and experience 	<p>Word Structure:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes (e.g. dis–, de–, mis–, over– and re–) <p>Sentence Structure:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Text Structure:</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>Punctuation:</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<p>Fractions (including decimals and percentages):</p> <ul style="list-style-type: none"> • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • multiply one-digit numbers with up to two decimal places by whole numbers <p>Addition, Subtraction, Multiplication and Division:</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division • divide numbers up to 4 digits by a two-digit number using the formal written method of short division

Calverton Primary Year 6 End of Year Expectations, from the National Curriculum 2014

Writing	Reading	Grammar	Arithmetic (Year 5 and 6)
<p>Grammar and Vocabulary:</p> <ul style="list-style-type: none"> • Knows when to use informal and formal language (e.g. find out – discover; ask for – request; go in – enter) • Use the passive (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)) • Use more advanced techniques in formal/informal language (e.g. question tags: He’s your friend, isn’t he?, or subjunctive forms such as If I were or Were they to come in some very formal writing and speech]) • Uses a wide range and rich range of vocabulary • Use adverbs to describe something precisely • Use the perfect form of verbs (subject + to have + past participle) for example: I have eaten, You will have eaten, They had eaten, Having eaten • Use main, subordinate and relative clauses in different positions in sentences <p>Punctuation:</p> <ul style="list-style-type: none"> • Use ellipsis (...) • Use the semi-colon, (;) colon (:), and dash (-) between independent clauses (e.g. in place of the conjunction ‘and’: It’s raining; I’m fed up) • Use the colon (:) to introduce a list and use semi-colons (;) within longer lists • Use bullet points to list information • Use hyphens (-) to help keep meaning clear (e.g. man eating shark versus man-eating shark, or recover versus re-cover) <p>Text and Structure:</p> <ul style="list-style-type: none"> • Writing is fluid across paragraphs and ideas are linked well (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) • Structure text using headings, sub-headings, columns, bullets, or tables • Choose the right style for the purpose of the writing • Use model writing examples to help plan the style and purpose of own writing, considering who the writing will be for • Summarise long pieces of writing <p>Presentation, Evaluation and Improvement:</p> <ul style="list-style-type: none"> • Discuss how a piece of writing is meets its purpose • Suggest how words, grammar and punctuation can be changed to improve writing • Check for spelling and punctuation errors 	<p>Word Reading:</p> <ul style="list-style-type: none"> • read different types of fiction and non-fiction texts fluently • use root words, prefixes and suffixes to help understanding of new words <p>Reading for Pleasure and Performance:</p> <ul style="list-style-type: none"> • enjoy reading fiction and non-fiction books for pleasure • has read a range of fiction types (including myths, classics and those form other cultures) and can recall them • can suggest a book to someone else giving reasons for choice • use the voice in a variety of ways to add meaning to text and shows understanding <p>Comprehension:</p> <ul style="list-style-type: none"> • explain how language, structure, and presentation, can support the meaning of a text • can work out and discuss the meaning of words based on the sentence it is in and text as a whole • explain how language and imagery helps with meaning • compare texts to say what is similar and different • talk about character’s thoughts, feelings, motives and actions using clues from the text as evidence • summarise a text giving the key details • find information quickly from non-fiction • share views on books discussing own and other opinions politely • use notes when needed to present and debate what has been read • know a range of typical features of book types 	<p>Word Structure:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] <p>Sentence Structure:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>Text Structure:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Punctuation:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] <p>Terminology for Pupils:</p> <ul style="list-style-type: none"> • subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points 	<p>Fractions (including decimals and percentages):</p> <ul style="list-style-type: none"> • add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • multiply one-digit numbers with up to two decimal places by whole numbers <p>Addition, Subtraction, Multiplication and Division:</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division • divide numbers up to 4 digits by a two-digit number using the formal written method of short division