



English

Writing

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).
I can use the first two or three letters of a word to check its spelling in a dictionary.
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
I can in narratives, create settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
I can use and punctuate direct speech.
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading

I can use dictionaries to check the meaning of words.
I can retrieve and record information from non-fiction.
I can predict what might happen from details shared and implied.
I can identify themes and conventions in a wide range of books.
I can draw inferences such as feelings and thoughts from a text.
I can ask questions to improve my understanding of a text. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Speaking and Listening

I can hold attention of people I am speaking to by adapting the way I talk.
I take a full part in paired and group discussions.
I can retell a story using narrative language and add relevant detail.
I show that I understand the main point and the details in a discussion.
I can justify an answer by giving evidence.
Spelling:

Maths

I can recall all multiplication facts to 12 x 12.
I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
I can count backwards through zero to include negative numbers.
I can compare numbers with the same number of decimal places up to 2-decimal places.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can add or subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction.
I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
I can solve two-step addition and subtraction problems in context.
I can solve problems involving multiplication and addition, including using the distributive law to multiply two-digit number by one digit, integer scaling problems and correspondence problems such as n objects are connected to m objects.
I can count in multiples of 6, 7, 9, 25 and 100.
I can find 1000 more or less than a given number.
I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
I can order and compare numbers beyond 1000.
I can identify, represent and estimate numbers using different representations.
I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.
I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
I can estimate and use inverse operations to check answers to a calculation.
I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Spelling

I know endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
I know words with the /k/ sound spelt ch (Greek in origin)
I understand the spelling ch (mostly French in origin)
I can use the suffixes -ment, -ness, -ful and -less