**Speaking and Listening:**

* Can develop my ideas and opinions, providing relevant detail.
* Can understand the main points, including implied meaning in a discussion.
* Can show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios.
* Can use Standard English in formal situations.
* Can perform poetry and plays with confidence, adapting expression and tone.
* Can sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions.

**Reading:**

* Can apply a wide range of skills, including phonic knowledge to read unfamiliar words.
* Can understand books read independently, using strategies to explore the meaning of words in context, retrieving and recording key information to demonstrate comprehension.
* Present an oral summary or overview of a text.
* Prepare poems and plays to read aloud and perform.
* Can distinguish between statements of fact and opinion in texts.
* Can retrieve, record, collate and present information from non-fiction.
* Uses more than one source when carrying out research.
* Creates set of notes to summarise what has been read.
* Can participate in discussion about books that are read to them and those they can read themselves, building on their own and others’ ideas and challenging views courteously.
* Can compare ideas between two texts.
* Appreciate that people use bias in persuasive writing.
* Draw inferences and justify with evidence from the text.
* Varies voice for direct or indirect speech.
* Recognise: clauses within sentences.
* Can identify formal and informal language and how a writer’s use of language and grammatical features have been used to create effects and impact on the reader.

**Writing:**

* Can write sentences with a range of structures including use of relative clauses and adverbs, or modal verbs to indicate the degree of possibility.
* Use verb phrases to create subtle differences (e.g. she began to run).
* Start sentences in different ways, linking paragraphs and writing in a cohesive way.
* Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
* Make appropriate and interesting word choices to match text type and engage the reader.
* Use a range of punctuation including commas to clarify meaning, apostrophe for possession and contraction, punctuation for direct speech, dashes and commas to indicate parenthesis.
* Begin to adapt sentence structure to text type.
* Use pronouns to avoid repetition.
* Link clauses in sentences using a range of subordinating and coordinating conjunctions.
* Legible and fluent handwriting style.

**Mathematics:**

* Count forwards & backward with positive & negative numbers through zero.
* Count forwards/backwards in steps of powers of 10 for any given number up to 1000000.
* Compare & order numbers with 3 decimal places [dp].
* Read Roman numerals to 1000.
* Identify all multiples and factors, including finding all factor pairs.
* Use known tables to derive other number facts.
* Recall prime numbers up to 19.
* Recognise Place Value of any number up to 1000000.
* Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000.
* Round decimals with 2dp to nearest whole number and 1dp.
* Add & subtract:

Numbers with more than 4-digits using efficient written method (column).

Numbers with up to 2dp.

* Multiply:

4-digits by 1-digit/ 2-digit

* Divide:

4-digits by 1-digit

* Multiply & divide:

Whole numbers and decimals by 10, 100 and 1000

* Count up/down in thousandths.
* Recognise mixed numbers and fractions and convert from one to another.
* Multiply proper fractions by whole numbers.
* Solve time problems using timetables and converting between different units of time.

