

Year 3 and 4 Reading	Word Reading	Comprehension
Pupils should be taught to:	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
Pupils should be taught to:	<ul style="list-style-type: none"> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ using dictionaries to check the meaning of words that they have read</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ identifying themes and conventions in a wide range of books</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ asking questions to improve their understanding of a text</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ predicting what might happen from details stated and implied</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ retrieve and record information from non-fiction</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>▪ <b>participate in discussion about books that are read to them</b>, taking turns and listening to what others say.</li> </ul>
		<ul style="list-style-type: none"> <li>▪ participate in discussion about books <b>that they can read for themselves</b>, taking turns and listening to what others say.</li> </ul>

Year 3 and 4 Writing	Transcription	Handwriting	Composition	Writing – vocabulary, grammar and punctuation
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>plan their writing by:</b> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul> </li> </ul>
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>spell further homophones</li> </ul>	<ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li><b>plan their writing by:</b> <ul style="list-style-type: none"> <li>discussing and recording ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> </ul>
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>spell words that are often misspelt (English Appendix 1)</li> </ul>		<ul style="list-style-type: none"> <li><b>draft and write by:</b> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> </li> </ul>
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>		<ul style="list-style-type: none"> <li><b>draft and write by:</b> <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> </ul>
Pupils should be taught to:	<ul style="list-style-type: none"> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>		<ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li><b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>using fronted adverbials</li> </ul> </li> </ul>
Pupils should be taught to:	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li><b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul> </li> </ul>
Pupils should be taught to:			<ul style="list-style-type: none"> <li><b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul> </li> </ul>
Pupils should be taught to:			<ul style="list-style-type: none"> <li><b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>using and punctuating direct speech</li> </ul> </li> </ul>
Pupils should be taught to:			<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
Pupils should be taught to:			<ul style="list-style-type: none"> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	

Year 4 Maths	Number and place value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry Properties of Shapes Position and Direction	Statistics
Pupils should be taught to	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li><b>solve number and practical problems that involve this with increasingly large positive numbers</b></li> </ul>	<ul style="list-style-type: none"> <li><b>add</b> numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li><b>6s</b></li> </ul>	<ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> </ul>	<ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> </ul>	<ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> </ul>	<ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> </ul>
Pupils should be taught to	<ul style="list-style-type: none"> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li><b>solve number and practical problems that involve these with increasingly large positive numbers</b></li> </ul>	<ul style="list-style-type: none"> <li><b>subtract</b> numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li><b>7s</b></li> </ul>	<ul style="list-style-type: none"> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> </ul>	<ul style="list-style-type: none"> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul>	<ul style="list-style-type: none"> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
Pupils should be taught to	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li><b>solve number and practical problems that involve these with increasingly large positive numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>estimate and use inverse operations to check answers to a calculation</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li><b>9s</b></li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> </ul>	<ul style="list-style-type: none"> <li>find the area of rectilinear shapes by counting squares</li> </ul>	<ul style="list-style-type: none"> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	
Pupils should be taught to	<ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li><b>solve number and practical problems that involve these with increasingly large positive numbers</b></li> </ul>	<ul style="list-style-type: none"> <li>solve <b>addition</b> two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li><b>11 and 12</b></li> </ul>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator</li> </ul>	<ul style="list-style-type: none"> <li><b>estimate, compare and calculate different measures</b>, including money in pounds and pence</li> <li>estimate, compare and calculate different measures, <b>including money in pounds and pence</b></li> </ul>	<ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> </ul>	
Pupils should be taught to	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>solve <b>subtraction</b> two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> </ul>	<ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul>	<ul style="list-style-type: none"> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>	
Pupils should be taught to			<ul style="list-style-type: none"> <li>recognise and use factor pairs and commutativity in mental calculations</li> </ul>	<ul style="list-style-type: none"> <li>recognise and write decimal equivalents to <math>1/4</math>, <math>1/2</math>, <math>3/4</math></li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>		
Pupils should be taught to			<ul style="list-style-type: none"> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul>	<ul style="list-style-type: none"> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul>			
Pupils should be taught to			<ul style="list-style-type: none"> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>	<ul style="list-style-type: none"> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> </ul>			
Pupils should be taught to				<ul style="list-style-type: none"> <li><b>solve simple measure</b> problems involving fractions and decimals to two decimal places.</li> <li><b>solve simple money</b> problems involving fractions and decimals to two decimal places.</li> </ul>			

