Reading Comprehension

I read a range of fiction, poetry and non-fiction texts.	I can discuss the texts that I have read.	I can explain some of the different types of fiction books.	I can ask relevant questions to get a better understanding of a text.
I can read aloud and independently, taking turns and listening to others.	I can predict what might happen based on details I have read or seen.	I can use a dictionary to check the meaning of unfamiliar words.	I can identify the main parts f a text.
I can explain how non-fiction books are structures in different ways and can use them effectively.	I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.	I can explain how structure and presentation contribute to the meaning of texts.	I can use non-fiction texts to retrieve information.

Word Reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	I can read further exception words, noting the unusual correspondences between spelling and sound.	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Writing Transcription

I can use further prefixes and suffixes and understand how to add them.	I can spell further homophones. I can use further prefixes and suffixes and understand how to add them.	I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.
I can spell words that are often misspelt.	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

Composition

I can plan my writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	I can discuss and record my ideas.	I can compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures.	I can organise paragraphs around a theme.
In narratives, I can create settings, characters and plot.	In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings].	I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements.	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
I can proofread for spelling and punctuation errors.	I can read my own writing aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear.		

Vocabulary, grammar and punctuation

I can extend the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although	I can use the present perfect form of verbs in contrast to the past tense Eg. I have, He has	I can choose nouns or pronouns (he, she, they, we) appropriately for clarity and cohesion and to avoid repetition	I can use conjunctions (before, after, therefore, consequently), adverbs (always, sometimes, probably, definitely) and prepositions (until, from, behind, below) to express time and cause
I can use fronted adverbials Eg, Before sunrise, Often, Surprisingly, In the distance,	I can use commas after fronted adverbials	I can indicate possession by using the possessive apostrophe with plural nouns (more than one)	I can use and punctuate direct speech

Handwriting and presentation

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 increase the legibility, consistency and quality of my handwriting, [for example, by ensuring that the down-strokes of letters are parallel and equally distanced	I can ensure my lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	

Maths – Addition and Subtraction

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).	I can select a mental strategy appropriate for the numbers involved in the calculation.	I can understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.	I can recall/ use addition/ subtraction facts for 100 (multiples of 5 and 10).
I can derive and use addition and subtraction facts for 100.	I can derive and use addition and subtraction facts for multiples of 100 totalling 1000.	I can add and subtract numbers mentally, including: - a three digit number and ones - a three digiti number and tens - a three-digit number and hundreds.	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
I can estimate the answer to a calculation and use inverse operations to check answers.	I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.		

Properties of Shapes

I can draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.	I can recognise angles as a property of shape or a description of a turn.	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

I can use sorting diagrams to compare and sort objects, numbers and common 2D and 3D shapes and everyday objects.	I can interpret and present data using bar charts, pictograms and tables.	I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Position and Direction

I can describe positions on a square grid labelled with letters and numbers.

Fractions

I can show practically or pictorially that a fraction is one whole divided by another.	I understand that finding a fraction of an amount relates to division.	I recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	I can recognise and show, using diagrams, equivalent fractions with small denominators.	I can add and subtract fractions with the same denominator within one whole. E.g. 5/7 + 1/7 = 6/7	I can compare and order unit fractions, and fractions with the same denominators (including on a number line).
I can count on a back in steps of 1/2, 1/4 and 1/3.	I can solve fractions problems.		

Measures

I can measure, compare, add and subtract: lengths (m/ cm/mm): mass (kg/g); volume/capacity (l/ml)	I can continue to estimate and measure temperature to the nearest degree (°C) using thermometers.	I understand perimeter is a measure of distance around the boundary of a shape.	I can measure the perimeter of simple 2D shapes.
I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24 hour clocks.	I can estimate/ read time with increasing accuracy to the nearest minute.	I can record/ compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m/ p.m, morning, after-noon, noon, midnight.	I know the number of seconds in a minute and the number of days in each month, year and leap year.
I can compare durations of events (for example to calculate the time taken by particular events or tasks).	I can continue to rec-ognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/ pence.	I recognise that ten 10p coins equal £1 and that each coin is 1/10 of £1.	I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

Multiplication and Division

I can count from 0 in multiples of 4, 8m 50 and 100.	I can count up and down in tenths.	I can read and write numbers up to 1000 in numerals and in words.	I can read and write numbers with one decimal place.
I can identify, represent and estimate numbers using different representations (including the number line)	I can recognise the place value of each digit in a 3 digit number (hundreds, tens and ones).	I can identify the value of each digit to one decimal place.	I can partition numbers in different ways (e.g. 146 = 100 + 40 + 6 and 146 = 130 + 160
I can compare and order numbers up to 1000.	I can find 1, 10, 100 more or less than a given number.	I can round numbers to at least 1000 to the nearest 10 or 100.	I can find the effect of multiplying a one or two digit number by 10 and 100, identify the value of the digits in the answer.
I can describe and extend number sequences involving counting on or back in different steps.	I can read roman numerals from I to XII.	I can solve number problems and practical problems involving all of these ideas.	

Place Value

I can choose an appropriate strategy to solve a calculation based upon the numbers.	I can understand that division is the inverse of multiplication and vice versa.	I can understand how multiplication and division statements can be represented using arrays.	I can understand division as sharing and grouping and use each appropriately.
I can recall and use multiplication and division facts for the 3,4 and 8 multiplication tables.	I can derive and use doubles of all numbers to 100 and corresponding halves.	I can derive and use doubles of all multiples of 50 to 500.	I can 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.
I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	I can solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems.		