



Year Group Learning Objectives in the Primary Phase



A document outlining objectives taught and assessed in Years 1-6.

Year 1 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 1 will be given the opportunity to read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They will also be presented with opportunities to re-read these books to build up their fluency and confidence.

The objective for Word Reading are:

Decode words using phonic knowledge

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes

Blend sounds in unfamiliar words

Read common exception words

Read words containing -s, -es, -ing, -ed, -er and -est endings

Read other words of more than one syllable that contain taught GPCs (grapheme phoneme correspondence)

Read words with contractions

Read aloud many words containing GPC's quickly and accurately without overt sounding and blending

Read aloud accurately books that are consistent with developing phonic knowledge

Re-read phonically decodable books to build up fluency and confidence in word reading

Comprehension

Provision: Pupils will be given the opportunity to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They will also have the opportunity to become very familiar with key stories, fairy stories and traditional tales as well as learning to appreciate rhymes and poems. It is important to give pupils time to participate in discussions about what is read to them and to encourage them to distinguish between story and information books.

The objectives for Comprehension are:

Explain understanding of a text that has been read to them

Link what has been read to own experiences

Retell key stories orally using narrative language

Joining in with predictable phrases

Learn some poems and rhymes by heart

Use known vocabulary to discuss the meaning of new words

Use prior knowledge, context and vocabulary provided to understand texts

Check that the text makes sense as they read and correct miscues

Listening to and discussing the significance of the title and events

Make predictions based on the events in the text

Participate in discussion about what is read to him/her, taking turns and listening to what others say

Explain understanding of a text that has been read to them

Writing

Spelling

Provision: Pupils in Year 1 will be given the opportunities to learn and name the letters of the alphabet in order. They will also be given regular opportunities to write from memory, simple sentences dictated by the teacher that include grapheme-phoneme correspondences (GPC's) and common exception words taught so far.

The objectives for Spelling are:

Segment spoken words into phonemes and represent them with graphemes

Spell words containing each of the 40+ phonemes

Spell common exception words

Spell the days of the week

Name the letters of the alphabet in order

Use letter names to show alternative spellings of the same phoneme

Use the suffixes

Know how the prefix 'un' can be added to words to change meaning

Use the suffixes: ing, ed, er and est when writing

Apply simple spelling rules and guidance, as listed in English Appendix 1

Write sentences that are dictated

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

To form capital letters

Form lowercase letters in the correct direction

Form the digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practice these

Composition

Provision: Pupils will be given opportunities to read aloud their writing and will be encouraged to read clearly, so their peers and the teacher can hear them. They must also be encouraged to say aloud what they are going to write about

The objectives for Composition are:

Compose a sentence orally before writing it

Convey ideas by composing and writing sentences

Sequence sentences to form short narratives

Re-read what has been written to make sure it makes sense

Discuss what he/she has written with the teacher or other pupils

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher

Vocabulary, Grammar and Punctuation

Provision: Pupils in Year 1 will be given opportunities to develop their understanding of the relevant concepts and grammatical terminology and use these when discussing their writing

The objectives for Vocabulary, Grammar and Punctuation are:

Use suffixes to show plurals and add suffixes to verbs

Know how the prefix 'un' can be added to words to change the meaning

Understand how words combine to make sentences

Use 'and' to join sentences

Leave spaces between words

Use capital letters and full stops

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark

Mathematics

Number

Count forwards and backwards in ones from any given to 100 (and across 100)

Count and read number to 100 in numerals

Write numbers to 100 in numerals

Count in multiples of 2 from 0

Count in multiples of 5 from 0

Count in multiples of 10 from 0

Identify one more and one less of a given number

Identify and represent numbers using objects and pictorial representations

Read and write numbers from 1 to 20 in numerals

Read and write numbers from 1 to 20 in words

Use counting strategies to solve problems

Partition and combine numbers

Addition and Subtraction

Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Represent and use number bonds within 20

Represent and use subtraction facts within 20

Add one-digit and two-digit numbers to 20

Subtract one-digit and two-digit numbers to 20

Solve one-step addition and subtraction problems

Multiplication and Division

Solve one-step multiplication problems

Solve one-step division problems

Fractions

Recognise and find halves

Recognise and find quarters

Measurement

Solve practical problems for length and height

Solve practical problems for mass and weight

Solve practical problems for capacity and volume

Solve practical problems involving time

Measure and begin to record mass/weight

Measure and begin to record capacity and volume

Measure and begin to record time (hours, minutes, seconds)

Recognise and know the value of all coins and some notes

Sequence events in chronological order

Name the days of the week and months of the year

Tell the time to the hour and half past the hour and draw the hands on a clock face

Measure and record length and height

Shape

Recognise and name common 2-D shapes

Recognise and name common 3-D shapes

Describe movements of turn

Phonics Glossary

Syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants
Phoneme	The smallest unit of sound in a word.
Grapheme	A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh
Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g., the first three letters of strap are adjacent consonants. Previously known as a consonant cluster.
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.
Consonant digraph	Two consonants, which make one sound. E.g. sh, ch, th, ph
CVC CCVCC	The abbreviations used for consonant-vowel- consonant and consonant-consonant-vowel- consonant-consonant words, used to describe the order of sounds. E.g., cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words
Digraph	Two letters which together make one sound. There are different types of digraph – vowel, consonant and split
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. ea, ay, ai, ar
Split digraph	Two letters, which work as a pair to make one sound, but are separated within the word. E.g. a-e as in make or late; i-e as in size or write
Trigraph	Three letters which together make one sound. E.g. dge, igh
Decoding	The process of reading a word with Phonics has two stages. <ol style="list-style-type: none"> 1. Firstly the individual grapheme-phoneme correspondence is recognised 2. The phonemes/sounds are blended or synthesised into the word. Reading (decoding) and spelling (segmenting) are reversible processes that are taught simultaneously
Encoding (Spelling)	Phonics teaches children that the English alphabetic code is reversible; if you can read a word you can spell it. Encoding involves listening for the phonemes/sounds and deciding which letters represent those phonemes/sounds
GPCs Grapheme-Phoneme Correspondences	For reading and spelling, children need to know which phonemes/sounds correspond to which letters (graphemes) in the alphabet and vice-versa
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g., ship can be segmented as sh-i-p.
Synthesising	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap
Contractions	Two words made shorter by removing some letters and joining them together, using an apostrophe to show where letters have been omitted. E.g., I am contracts to become I'm, you are contract to become you're

Year 2 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 2 will be given the opportunity to read aloud books closely matched to their improving phonic knowledge and encouraged to sound out unfamiliar words accurately, automatically and without undue hesitation. They must also re-read these books to build up their fluency and confidence in word reading. Pupils will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. When words have been frequently encountered, pupils will be encouraged to read most words quickly and accurately, without overt sounding and blending.

The objectives for Word Reading are:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes

Recognise alternative phonemes for the same grapheme

To read accurately word containing two or more syllables

Read words containing common suffixes and read common exception words

Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading

Comprehension

Provision: Pupils will be encouraged and guided to develop pleasure in reading and motivation to read. They will be given opportunities to discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. In year 2 they should be increasingly familiar with a wide range of stories, fairy stories and traditional tales, through reading and re-reading. Pupils will participate in discussions about books, poems, and other texts they have read and those that have been read to them. They will also be introduced to non-fiction books that are structured in different ways.

The objectives for Comprehension are:

To discuss and express views on a range of fiction and non-fiction books.

To discuss the sequence of events (*applicable to both fiction and non-fiction*)

To orally retell stories (including fairy stories and traditional tales)

To know and recognise simple recurring literary language in stories and poetry

To discuss and clarify the meaning of words and discuss their favourite words and phrases

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Use prior knowledge, context and vocabulary explored to understand texts.

Read for meaning, checking that the text makes sense and to correct inaccurate reading

To answer questions on the basis of what is said and done

Explain understanding of texts that have been read to them and read for themselves

To make predictions on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say

Explain understanding of text that have been read to them and read independently

Writing

Spelling

Provision: Pupils will apply spelling rules and guidance as listed in the National Curriculum as well as be given opportunities to write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.

The objectives for Spelling are:

Segment spoken words into phonemes and record these as graphemes

Spell words with different alternative spellings, including a few common homophones

Spell common exception words

Spell words with contracted forms

Spell words with the possessive apostrophe (singular)

Spell by distinguishing between homophones and near-homophones

Spell longer words using suffixes such as ment, ness, ful, less, ly

Apply spelling rules and guidance as listed in English Appendix 1

Write simple sentences dictated by the teacher

Handwriting

Form lower-case letters of the correct size relative to one another

Use diagonal and horizontal strokes needed to join letters

Assess over time through provision

Write capital letters and digits of the correct size

Use spacing between words that reflects the size of the letters

Composition

Provision: Pupils in Year 2 will be encouraged to develop positive attitudes towards and stamina for writing, by being given the opportunity to write; narratives about personal experiences and those of others (real and fictional), about real events and writing for different purposes. Pupils will be shown the skills and processes essential to writing; thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear. They will also have regular opportunities to evaluate their writing with the teacher and with their peers as well as to read aloud what they have written

The objectives for Composition are:

Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)

Write about real events to develop positive attitudes and stamina for writing

Write poetry to develop positive attitudes and stamina for writing

Write for different purposes to develop positive attitudes and stamina for writing

Write effectively and coherently for different purposes drawing on his/her reading to inform the vocabulary and grammar of his/her writing

Plan and discuss the content of writing and write down ideas

Plan and discuss the content of writing and write down ideas

Plan and discuss the content of writing and write down ideas

Evaluate writing with support from others

Re-read writing to check correct use of verbs (verbs to indicate time and verbs in the continuous form)

Proofread to check for errors in spelling, grammar and punctuation

Reread writing to check that it makes sense

Read aloud what has been written with appropriate intonation

Vocabulary, Grammar and Punctuation

Form nouns using suffixes

Form adjectives using suffixes

Use suffixes in adjectives and use -ly to turn adjectives into adverbs

Use subordination to join clauses

Use coordination to join clauses

Use expanded noun phrases for description and specification

Understand how grammatical patterns indicate the function of a sentence

Use present and past tenses correctly including the progressive form

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming; he was shouting

Use present and past tenses correctly including the progressive form

Use capital letters and full stops accurately to demarcate sentences.

Use commas for lists

Use apostrophes for omission and possession

Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma

Mathematics

Number and Place Value

Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 \leq 53$ and $42 \geq 36$

Count forwards and backwards from 0 in steps of 2, 3 and 5

Count forwards and backwards in tens from any number

Count forwards and backwards in steps of 2, 3 and 5

Count forward and backwards in tens from any number

Recognise the place value of each digit in a two-digit number

Identify, represent and estimate numbers using different representations,

Compare and order numbers from 0 up to 100 using $<$, $>$ and $=$ signs

Read and write numbers to 100 in numerals

Read and write numbers to 100 in words

Use place value and number facts to solve problems

Partition two digit numbers

Use reasoning when adding numbers

Know multiples of 10 for any 2-digit number

Addition and Subtraction

Solve problems with addition and subtraction including using quantities and measures

Use written methods to solve addition and subtraction problems where regrouping is required

Recall addition and subtraction facts to 20 fluently

Use addition and subtraction facts to 20 to derive and use related facts to 100

Add and subtract a 2 digit and 1-digit number

Add and subtract a 2 digit and 10's number

Add and subtract two 2 digit numbers

Add and subtract three 1-digit numbers

Understand commutativity of addition and subtraction

Use the inverse relationship between addition and subtraction to check calculation and solve missing number problems

Recall doubles to 20

Recall halves to 20

Use estimation to check answers

Solve missing number problems using addition and subtraction

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables and division

Know and use the multiplication (\times), division (\div) and equals (=) signs

Understand commutativity of multiplication

Use apparatus and mental methods to solve multiplication problems

Use apparatus and mental methods to solve division problems

Solve multiplication and division problems

Use multiplication facts to derive and deduce other number facts

Solve multistep multiplication and division word problems

Recognise the relationship between addition and multiplication (rewrite addition statements)

Fractions

Name and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ and find fractional values of shapes, lengths and numbers

Write simple fractions and recognise the equivalence

Measurement

Choose and use appropriate standard units to estimate length, height, temperature, mass and capacity (break down/group as needed)

Compare and order metric units using $>$, $<$ and $=$

Recognise and use symbols for pounds (£) and pence (p)

Find different combinations of coins that equal the same amounts of money

Solve simple addition and subtraction problems involving money and giving change

Compare and sequence intervals of time

Tell and write the time to five minutes, including quarter past/to the hour

Know the number of minutes in an hour and number of hours in a day

Read scales

Read scales where all numbers are not given

Read the time to the nearest 15 minutes

Geometry: Properties of Shape

Describe the properties of 2-D shapes

Find the lines of symmetry in a 2D shape

Identify and describe the properties of 3-D shapes

Identify 2-D shapes on the surface of 3-D shapes

Compare and sort common 2-D and 3-D shapes by describing similarities and differences

Geometry: Position and Direction

Order and arrange combinations of objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Sort data into categories by counting and classifying

Ask and answer questions on data

Year 3 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 3 will be given opportunities to focus on development of vocabulary within their word reading and be supported to test out different pronunciations for longer words. Pupils will also be encouraged to read aloud in order to understand the meaning of unfamiliar words.

The objectives for Word Reading are:

To use knowledge of root words, prefixes and suffixes to read aloud and identify meaning of new words

To read further exception words (words that do not follow spelling rules)

Comprehension

Provision: In order to develop a positive attitude towards reading and an understanding of what they read, pupils in year 3 will be given opportunities to experience and discuss a range of fiction; poetry, plays and textbooks. They will discuss, re-tell and read aloud these texts both independently and in groups, taking turns and listening to others opinions.

The objectives for Comprehension are:

To discuss a wide range of fiction, poetry and non-fiction.

Know that non-fiction books are structured in different ways and be able to use them effectively

To orally retell a wide range of texts and prepare poems to read aloud and perform

To understand and identify themes within a text

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination

Explain and discuss understanding of material read independently (by checking it makes sense)

Ask questions to improve understanding of a text

Draw inferences on characters' feelings, thoughts and motives from their actions.

Predict what might happen from details stated

To identify the main idea from a paragraph and summarise this

Know how language, structure and presentation contribute to meaning

To retrieve and record information

Discuss books and poems read aloud and independently

Writing

Spelling

Provision: Pupils in Year 3 will apply spelling rules and guidance as listed in the National Curriculum guidance as well as be given frequent opportunities to learn and practice spelling new vocabulary. Pupils will also be given opportunities to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Their knowledge of spelling must be sufficiently developed in order for pupils to be able to use dictionaries efficiently.

The objectives for Spelling are:

Spell words with additional prefixes

Spell words with additional suffixes...

Use the suffix ly

To spell words with endings sounding like zh and ch

To spell words with endings sounding like zuhn

Recognise and spell additional homophones

Spell commonly misspelt words from Year 3 and Year 4 word list

Spell words containing the 'i' sound spelt 'y'

Spell words containing the 'u' sound spelt 'ou'

Spell words with the 'k' sound spelt 'ch'

Spell words with the 'sh' sound spelt 'ch'

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey'

Use the first two or three letters of a word to check its spelling in a dictionary

Write sentences that are dictated

Composition

Provision: Pupils will be presented with opportunities to write for a range of real purposes and audiences across the curriculum. They will be taught to understand the skills and processes that are essential for writing. These include; thinking aloud to explore and collect ideas, drafting and re-reading to check meaning is clear, including checking as the writing develops. They will be given opportunities to discuss writing similar to that which they are planning in order for them to understand and learn from its structure, vocabulary and grammar. They will also be given time to discuss and record ideas and compose and rehearse sentences orally so that they can build a varied and rich vocabulary as well as increase their use and range of sentence structures.

The objectives for Composition are:

Plan writing by using models of writing

To plan writing by discussing and recording ideas within a given structure

To orally compose and rehearse sentences

To orally compose and rehearse sentences

To organise writing into paragraphs

To draft and write a narrative with a clear structure, setting, characters and plot

To draft and write non-narrative using headings and sub-headings

To make improvements by evaluating and editing writing

To make improvements by proposing changes to grammar and vocabulary

To proof read to check for spelling and punctuation errors

To read their writing using appropriate intonation so the meaning is clear

Vocabulary, Grammar and Punctuation

Provision: Pupils will be given opportunities to develop their understanding of the relevant concepts and grammatical terminology. They will be required to use and understand this grammatical terminology accurately and appropriately when discussing their writing and reading.

The objectives for Vocabulary, Grammar and Punctuation are:

To form nouns using a range of prefixes

To use 'a/an' according to whether the next word begins with a consonant or a vowel

To identify word families based on common root words

To use time conjunctions effectively

To begin to use paragraphs effectively

To use headings and sub-headings to aid presentation

To use the present perfect form of verbs instead of the simple past

Begin to use inverted commas to punctuate direct speech

Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks')

Handwriting

Use diagonal and horizontal strokes to join letters

To use a legible and consistent style of handwriting

Mathematics

Number and Place Value

Count from 0 in multiples of 4, 8, 50 and 100

Find 10 or 100 more or less than a given number

Recognise the place value of each digit in a three-digit number

Compare and order numbers up to 1000

Identify, represent and estimate numbers using different representations

Read and write numbers up to 1000 in numerals

Read and write numbers up to 1000 in words

Solve number problems

Addition and Subtraction

Add and subtract numbers mentally, including a three-digit number and ones

Add and subtract numbers mentally, including a three-digit number and tens

Add and subtract numbers mentally, including a three-digit number and hundreds

Estimate the answer to a calculation and use inverse operations to check answers

Use knowledge of number to solve complex addition and subtraction problems

Add numbers with up to three digits using the formal method of columnar addition

Subtract numbers with up to three digits using the formal method of columnar subtraction

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication

Write and calculate mathematical statements for division (including a 2-digit number with a 1-digit number)

Solve multiplication problems, including missing number problems

Solve division problems, including missing number problems

Fractions

Understand and count in tenths

Find and write fractions of a discrete set of objects

Recognise and use fractions

Recognise and show, using diagrams, equivalent fractions with small denominators

Compare and order fractions

Solve fraction problems

Add fractions with the same denominator

Subtract fractions with the same denominator

Measurement

Measure, compare, add, and subtract using common metric measures

Measure the perimeter of simple 2-D shapes

Add and subtract amounts of money

To estimate and read time to the nearest 1 minute

To record and compare time using seconds, minutes and hours

To use the vocabulary of time

Know the number of seconds in a minute and the number of days in each month, year and leap year

Calculate and compare the duration of events

Tell and write the time from an analogue clock, 12, and 24-hour clocks

Tell and write the time from an analogue clock, 12, and 24-hour clocks

Properties of Shape

Draw 2-D shapes

Make 3-D shapes

Recognise and describe 3-D shapes

Recognise angles as a measure of turn

Recognise angles as a property of shapes

Recognise angles as a measure of turn

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Identify right angles (*through provision assess greater or less than a right angle*)

Compare other angles to right angles

Statistics

Interpret data from bar charts, pictograms and tables

Present data from bar charts, pictograms and tables

Solve one and two-step problems using information presented in bar charts, pictograms and tables

Year 4 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 4 will be given opportunities to focus on development of vocabulary within their word reading and be supported to test out different pronunciations for longer words. Pupils will also be encouraged to read aloud in order to understand the meaning of unfamiliar words.

The objectives for Word Reading are:

To use the knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words

To read and decode words that do not follow the spelling rules

Comprehension

Provision: In order to develop a positive attitude towards reading and understanding of what they read, pupils in Year 4 will be given opportunities to experience and discuss a range of fiction, poetry, non-fiction, reference books and textbooks. They will discuss, re-tell and read aloud these texts both independently and in groups, taking turns, listening to and beginning to build on others ideas and opinions. Pupils will also be taught to select books for specific purposes especially in relation to topics they are studying.

The objectives for Comprehension are:

To discuss a wide range of fiction, poetry and non-fiction

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes

Use dictionaries to check the meanings of unfamiliar words

To orally retell a wide range of texts

Discuss words that capture the reader's interest and imagination

To recognise different forms of poetry

To identify themes and conventions

Check that the text makes sense and explain the meaning of words in context

Ask questions to improve understanding of a text

Make inferences and begin to justify them with evidence from the text

Predict what might happen from details stated and implied

-To summarise text and presentation contribute to meaning

Identify how language, structure

Retrieve and record information from non-fiction

Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Writing

Spelling

Provision: Pupils in Year 4 will apply spelling rules and guidance as listed in the National Curriculum guidance as well as be given frequent opportunities to learn and practice spelling new vocabulary. Pupils will also be given opportunities to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Their knowledge of spelling must be sufficiently developed in order for pupils to be able to use dictionaries efficiently.

The objectives for Spelling are:

Use prefixes

Understand and use suffixes...

Use endings, which sound like 'shun'

-To spell words ending with the 'g' and 'k' sound

Recognise and spell homophones

Spell commonly misspelt words

Spell words with the 's' sound

Place the possessive apostrophe accurately in words with regular plurals

Use the first three or four letters of a word to check its spelling in a dictionary

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Use diagonal and horizontal strokes to join letters

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

Provision: Pupils will be presented with opportunities to write for a range of real purposes and audiences across the curriculum. They will be taught to understand the skills and processes that are essential for writing. These include; thinking aloud to explore and collect ideas, drafting and re-reading to check meaning is clear, including checking as the writing develops. They will be given opportunities to discuss writing similar to that which they are planning in order for them to understand and learn from its structure, vocabulary and grammar. They will also be given time to discuss and record ideas and compose and rehearse sentences orally so that they can build a varied and rich vocabulary as well as increase their use and range of sentence structures.

The objectives for Composition are:

Plan writing by using models of writing

Plan his/her writing by discussing and recording ideas

Compose sentences using a range of sentence structures

Organise paragraphs around a theme

Write a narrative with a clear structure, setting, characters and plot.

Use organisational devices to write non-narrative texts

To evaluate and edit writing

Make improvements by proposing changes to grammar and vocabulary

Vocabulary, Grammar and Punctuation

Provision: Pupils in Year 4 are given opportunities to develop their understanding of relevant concepts and grammatical terminology. They are taught to use and understand this terminology accurately and appropriately when discussing their writing and reading.

The objectives for Vocabulary, Grammar and Punctuation are:

Proof read to check for errors in spelling, punctuation and grammar.

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Understand the difference between plural and possessive –s

Use 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

Use expanded noun phrases expanded with modifying adjectives and prepositional phrases

Use fronted adverbials

Use paragraphs to organise ideas around a theme

Use pronouns and nouns to support cohesion

To use inverted commas to indicate direct speech

To use apostrophes to mark plural possession

Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial - *provision*

Mathematics

Number and Place Value

Count in multiples of 6, 7, 9, 25 and 1000

Find 1000 more or less than a given number

Count backwards through zero

Recognise the place value of each digit in a four-digit number

Order and compare numbers beyond 1000

Round any number to the nearest 10, 100 or 1000

Identify, represent and estimate numbers using different representations including measures – assess *through provision*

Solve number and practical problems that involve all of the above and with increasingly large positive numbers - provision

To read Roman numerals to 100

Addition and Subtraction

Add four digit numbers using columnar addition

Subtract four digit numbers using columnar addition

Solve two-step addition and subtraction problems

Multiplication and Division

Recall multiplication and division facts for multiplication tables up to 12 x 12

Use place value and number facts to multiply and divide mentally

To multiply and divide numbers mentally

Use pairs of factors and commutativity in mental calculations

Multiply two-digit and three-digit numbers by a one-digit number using a formal written method

Solve multiplication problems

Fractions

Recognise and show, using diagrams, common equivalent fractions

Count forwards and backwards in hundredths

Solve problems involving fractions of amounts

Add and subtract fractions with the same denominator

Recognise and write decimal equivalents of any number of tenths or hundredths

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

Divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Round numbers with one decimal place to the nearest number

Compare numbers with the same number of decimal places

Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

Convert between different units of measure

Measure and calculate the perimeter of a rectilinear figure in centimetres and metres

Find the area of rectilinear shapes by counting squares

Estimate, compare and calculate different measures

Read, write and convert time between analogue and digital 12- and 24-hour clocks

Solve problems involving intervals of time

Convert between different units of metric measure

Properties of Shape

Compare and classify geometric shapes based on their properties and sizes

Identify acute and obtuse angles

Identify lines of symmetry in 2-D shapes

Complete a simple symmetric figure with respect to a specific line of symmetry

Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations

Plot points and complete a given polygon

Year 5 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 5 should not require any further direct teaching of word reading. They should be given opportunities to apply prior learning and knowledge. If children are struggling with word reading at this stage, the reasons for this will be investigated and appropriate provision made.

The objective for Word Reading is:

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling

Comprehension

Provision: In order to maintain a positive attitude towards reading and an understanding of what they read pupils in Year 5 will continue to be given opportunities to read and discuss a wide range of fiction, non-fiction, reference books and other texts. They will participate in discussions about books that are read to them and those that they read themselves, building on their own and others ideas and challenging views courteously.

The objectives for Comprehension are:

To discuss a wide range of fiction, poetry and non-fiction

Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices

Identify and discuss themes and conventions in writing

Make comparisons within a text

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume

Use strategies to explore the meaning of words in context

Ask questions to improve understanding of text

Draw inferences on characters' feelings, thoughts and motives from their actions.

Make predictions from what has been read

Discuss how authors use language to impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Writing

Spelling

Provision: Pupils in Year 5 will apply the spelling rules and guidance as listed in the National Curriculum. They will be taught to understand and be given opportunities to apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

The objectives for Spelling are:

Spell word endings which sound like 'shush' spelt -cious or -tious

Spell word endings which sound like 'shil' spelt -cial or -tial

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency

Spell words ending in -able and -ible also -ably and -ibly

Spell words containing the letter-string 'ough'

Spell some words with 'silent' letters

Spell some of the Year 5 and 6 words correctly

Use knowledge of morphology and etymology in spelling

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

Composition

Provision: Pupils in Year 5 will know the audience for and purpose of their writing and be given opportunities to note down and develop initial ideas for their writing, drawing on reading and research where necessary. Pupils will be taught and shown the skills and processes essential for writing. These include thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. They will also be given frequent opportunities to perform their own compositions.

The objectives for Composition are:

Write increasingly legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own - *provision*

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed

Select appropriate grammar and vocabulary

Describe settings in narratives

Draft and write by précising longer passages

Build cohesion through using literary devices

Use cohesive devices to link ideas within and across paragraphs

Use organisational and presentational devices to structure text

Use different verb forms accurately

Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensure the consistent and correct use of tense

Ensure correct subject and verb agreement when using the singular and plural

Proof read for spelling, punctuation and grammar errors

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Grammar and Punctuation

Convert nouns and adjectives into verbs using suffixes

Understand verb prefixes

Use relative clauses

Use modal verbs or adverbs to indicate degrees of possibility

Use devices to build cohesion within a paragraph

Link ideas across paragraphs using adverbials

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

Mathematics

Number and Place Value

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Interpret negative numbers in context

Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Solve problems involving ordering and comparing numbers to 1 000 000

Solve problems involving counting forwards and backwards in steps

Solve problems involving interpreting negative numbers and rounding

Read Roman numerals to 1000 (M)

Recognise years written in Roman numerals

Addition and Subtraction

Use formal written methods to add numbers with more than 4 digits

Use formal written methods to subtract numbers with more than 4 digits

Add and subtract numbers mentally

Use rounding to check answers to calculations

Solve addition and subtraction multi-step problems

Multiplication and Division

Identify multiples and factors,

Identify common factors

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

To recognise prime numbers and recall prime numbers to 100

Multiply up to 4 digit numbers by a 1 or 2-digit number, using formal written methods

Use long multiplication to multiply by 2 digit numbers

Use known facts to mentally multiply and divide numbers

Divide numbers up to 4 digits by a 1-digit number using short division

Divide numbers using short division and interpret remainders

Multiply whole numbers and those involving decimals by 10, 100 and 1000

Divide whole numbers and those involving decimals by 10, 100 and 1000

Recognise and use square numbers

Recognise and use cube numbers

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

Solve multiplication and division problems

Solve problems involving all four operations, including multistep problems with combinations of operations

Fractions

Compare and order fractions

Identify and name equivalent fractions

Write equivalent fractions

Recognise mixed numbers and improper fractions and convert from one form to the other

Add and subtract fractions

Multiply proper fractions and mixed numbers by whole numbers

Read and write decimal numbers as fractions

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Round numbers to 2 decimal places to the nearest whole number and to 1.d.p

Read, write, order and compare numbers with up to three decimal places

Solve problems involving number up to three decimal places

Write percentages as a fraction and decimal

Solve problems requiring knowledge of fractions, percentages and their decimal equivalents

Measurement

Convert metric units of measure

Use approximate equivalences between metric and imperial units

Measure and calculate the perimeter of composite rectilinear shapes

Calculate and compare the area of rectangles

Estimate the area of irregular shapes

Estimate volume

Solve problems involving converting between units of time

Use all four operations to solve problems involving measure

Properties of Shape

Identify 3-D shapes

estimate and compare acute, obtuse and reflex angles

Draw given angles, and measure them in degrees

Identify angles at a point and one whole turn

Identify angles at a point on a straight line and $\frac{1}{2}$ a turn

Identify other multiples of 90°

Use the properties of rectangles to deduce related facts

Distinguish between regular and irregular polygons

Position and Direction

Identify, describe and represent the position of a shape following a reflection

Identify, describe and represent the position of a shape following a translation

Statistics

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables

Year 6 Learning Objectives

Reading

Word Reading

Provision: Pupils in Year 6 should not require further direct teaching of word reading but should be given opportunities to apply prior learning and knowledge. If children are struggling with word reading at this stage, the reasons for this will be investigated and appropriate provisions made.

The objective for Word Reading is:

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling

Comprehension

Provision: In order to maintain a positive attitude towards reading and an understanding of what they read, pupils in Year 6 will continue to be given opportunities to read and discuss an increasingly wide range of fiction and non-fiction books. These will include modern fiction texts and books from other cultures and traditions. The pupils will participate in discussions about books that are read to them and those they have read themselves as well as raise queries about texts, building on their own and others ideas.

The objectives for Comprehension are:

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions

Identify and discuss themes

Identify and discuss conventions

Compare different versions of text and explain the differences and similarities

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart

Read age-appropriate books, including whole novels with confidence and fluency

Summarise key information from different parts of a text

Identify how language, structure and presentation contribute to meaning

Evaluate how authors use language for effect

Participate in discussions about books that are read to him/her and those that can be read for himself/herself building on his/her own and others ideas and challenging views courteously and with clear reasoning

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Present a personal point of view based on what has been read and supported by evidence

Writing

Spelling

Provision: Pupils in Year 6 will; apply spelling rules and guidance as per the National Curriculum guidance for Years 5 and 6, understand that the spelling of some words needs to be learnt specifically and will continue to be taught. They will be given opportunities to apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

The objectives for Spelling are:

Add suffixes beginning with vowel letters to words ending in -fer

Use prefixes involving the use of a hyphen

Distinguish between homophones and near homophones

Use dictionaries to check the spelling and meaning of words

Spell most of the year 5 and 6 words correctly (English Appendix 1)

Use knowledge of morphology and etymology to spell and understand words

Use a thesaurus with confidence

Handwriting

Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined

Write legibly, fluently and with increasing speed by choosing the right implement that is best suited for a task

Composition

Provision: Pupils will know the audience and purpose of their writing. To support them with composition, they will be given opportunities to note down and develop initial ideas, drawing on reading and research where necessary. Pupils will also be taught and shown the skills and processes essential for writing, such as thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.

The objectives for Composition are:

Choose the appropriate form for the audience and purpose of the writing

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterization, structure)

Use grammatical features and vocabulary for effect and to make meaning clear

Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Describe settings, characters and atmosphere in narratives

Use character dialogue and action to advance events in narrative writing

Draft and write by accurately précising longer passages

Use cohesive devices to link ideas across paragraphs

Use organizational and presentational devices to structure text and to guide the reader

Assess the effectiveness of their own and others writing

Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensure consistent and correct use of tense throughout a piece of writing

Distinguish between and ensure the correct subject and verb agreement when using singular and plural

Proof-read for spelling errors linked to spelling statements for year 6

Proof read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, Grammar and Punctuation

Provision: In Year 6, pupils are given opportunities to develop their understanding of relevant concepts and grammatical terminology. They are taught to use and understand this terminology accurately and appropriately when discussing their writing and reading.

The objective for Vocabulary, Grammar and Punctuation are:

Understand the difference between formal and informal speech and vocabulary when writing

Understand the structures typical of formal and informal speech when writing

Understand the relationship between synonyms and antonyms

Use the passive voice to present information with a different emphasis

Manage shifts of formality using formal and informal vocabulary

Use a wide range of cohesive devices to link ideas across paragraphs

Use organizational devices to structure text

Use the semi-colon, colon and dash to mark the boundary between independent

Use the colon to introduce a list and use of semi-colons within lists

Use bullet points to list information

Understand how hyphens can be used to avoid ambiguity

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Use the perfect form of verbs to mark relationships of time and cause

Use expanded noun phrases to convey complicated information concisely

Use the full range of punctuation taught at key stage 2 (semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity

Mathematics

Number and Place Value

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Round any whole number to a required degree of accuracy and solve problems requiring answers to be rounded

Use negative numbers in context, and calculate intervals across zero

Solve number and practical problems

Demonstrate an understanding of place value including decimals e.g. $28.13 = 28 + ? + 0.03$

Addition and Subtraction

Perform mental calculations with mixed operations and large numbers

Solve multi-step problems in contexts

Solve problems involving addition and subtraction

Use estimation to check answers and determine degrees of accuracy when solving problems

Multiplication and Division

Use formal written methods to multiply numbers up to 4-digits by a 2-digit number

Divide numbers up to 4-digits by a 2-digit number using long division and interpret remainders

Divide numbers up to 4-digits by a 2-digit number using short division and interpret remainders

Perform mental calculations, including with mixed operations and large numbers

Identify common factors

Identify common multiples

Identify prime numbers

Use order of operations (BODMAS) to perform calculations

Solve addition and subtraction multi-step problems in contexts

Solve problems involving addition, subtraction, multiplication and division

Use estimation to check answers and determine degree of accuracy

Fractions

Use common factors to simplify fractions

Use common multiples to express fractions with the same denominators

Compare and order fractions

Add and subtract fractions

Multiply simple fractions and write the answer in its simplest form

Divide proper fractions by whole numbers

Associate a fraction with division and calculate decimal fraction equivalents

Identify the value of each digit in numbers to three decimal places

Multiply and divide numbers up to three decimal places by 10, 100 and 1000

Multiply one-digit numbers with up to two decimal places by whole numbers

Use written methods of division, expressing answers as decimals

Solve problems, which require answers to be rounded to specified degrees of accuracy

Recall and use equivalences between simple fractions, decimals and percentages

Measurement

Solve problems involving the calculation and conversion of units of measure

Use, read, write and convert between standard units and convert between miles and kilometres

Recognise that shapes with the same areas can have different perimeters and vice versa

Recognise when it is possible to use formulae for area and volume of shapes

Calculate the area of parallelograms and triangles

Calculate, estimate and compare volumes of cubes and cuboids

Solve problems involving the calculation and conversion of units of measure

Properties of Shape

Draw 2-D shapes

Recognise and describe simple 3-D shapes

Use nets to build simple 3-D shapes

Compare and classify geometric shapes based on their properties and sizes

Find unknown angles in triangles, quadrilaterals and regular polygons

Illustrate and name parts of circles

Calculate missing angles where they meet at a point

Position and Direction

Describe positions on the full coordinate grid

Draw and translate simple shapes

Reflect simple shapes

Algebra

Interpret and construct pie charts and line graphs and use these to solve problems

Calculate and interpret the mean as an average

Solve problems involving the relative sizes of two quantities

Solve problems involving the calculation of percentages

Solve scale factor problems

Solve problems involving unequal sharing and grouping

Use simple formulae

Generate and describe linear number sequences

Express missing number problems algebraically

Find pairs of numbers that satisfy an equation with two unknowns

Find possible combinations for two variables in an equation

Key Stage 2 Glossary

Maths

Negative number	A number less than zero. Example: -0.25 . Negative numbers are all those to the left of the zero on a horizontal number line
Roman numerals	The Romans used the following capital letters to denote cardinal numbers: I for 1; V for 5; X for 10; L for 50; C for 100; D for 500; M for 1000. A bar represents multiples of one thousand over a letter, so for example V with a bar over it means 5000. Other numbers are represented by forming the shortest sequence with this total.
Multiple	A multiple of a number is what we get after multiplying the number by an integer Example: 14, 49 and 70 are all multiples of 7 because $14 = 7 \times 2$, $49 = 7 \times 7$ and $70 = 7 \times 10$. -21 is also a multiple of 7 since $-21 = 7 \times -3$.
Factor	When a number, can be expressed as the product of two numbers, these are factors of the first. Examples: 1, 2, 3, 4, 6 and 12 are all factors of 12 because $12 = 1 \times 12 = 2 \times 6 = 3 \times 4$
Prime Number	A whole number greater than 1 that has exactly two factors, itself and 1. Examples: 2 (factors 2, 1), 3 (factors 3, 1). 51 is not prime as it has more than 2 factors (51, 17, 3, 1).
Square Number	A number that can be expressed as the product of two equal numbers. Example $36 = 6 \times 6$ and so 36 is a square number or "6 squared". A square number can be represented by dots in a square array.
Cube Number	A number that can be expressed as the product of three equal integers. Example: $27 = 3 \times 3 \times 3$. Consequently, 27 is a cube number. It is the cube of 3 or 3 cubed.
Fraction	The result of dividing one integer by a second integer, which must be non-zero. The dividend is the numerator and the non-zero divisor is the denominator.
Equivalent fraction	Fractions with the same value as another. For example: $\frac{4}{8}$, $\frac{5}{10}$, $\frac{8}{16}$ are all equivalent fractions and all are equal to $\frac{1}{2}$.
Improper Fraction	An improper fraction has a numerator that is greater than its denominator. Example: $\frac{9}{4}$ is improper and could be expressed as the mixed number $2\frac{1}{4}$.
Composite shape	A shape formed by combining two or more shapes.
Volume	A measure of three-dimensional space. Usually measured in cubic units; for example, cubic centimetres (cm ³) and cubic metres (m ³).

Reading

Intonation	Reading with expression, changing the tone and pitch of the voice.
Motives	Reason behind someone's actions in order to do something.
Inference	Working to understand the meaning of the text. It is the process of forming an opinion based on the context and clues as well as one's own personal experiences.
Predict	What someone thinks will happen.
Morphology	Relates to the structure of words. How words are compiled using root words , suffixes or prefixes and changes to denote tense.
Etymology	The study of the origin of words and ways in which the meaning of words has changed through history. Many words in English have come from Greek, Latin or French.

Writing

Synonyms	A word or phrase that means the same as another e.g. shut and closed, help and assist
Antonyms	A word or phrase opposite in meaning to another e.g. bad and good
Homophones	Words having the same pronunciation but different meaning e.g. new and knew, night and knight
Modal verb	Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must and ought.</i>
Adverbials	A word or phrase in a sentence that indicates where, how or when something is done e.g. Early in the morning , the birds were tweeting a sweet melody.
Relative clause	A relative clause is a clause that starts with the relative pronouns, 'who, that, which, whose, where, when'. They are used to identify the noun that precedes them.
Prefixes	A group of letters added to the beginning of an existing word in order to create a new word with a different meaning e.g. happy, un happy market, super market, appear, dis appear.
Suffixes	A letter or group of letters added to the end of an existing word in order to create a new word with a different meaning e.g. toy, toys , appear, appeared , slow, slowly , use, useful
Cohesion	The degree to which sentences (or even different parts of one sentence) are connected so that the flow of ideas is easy to follow.
Narrative	Categorised as fiction , which is based on imaginative events or stories that did not actually happen.

Websites to support your pupils learning

The following are a list of websites that teachers across the primary school have personally used to support learning.

Please note, the school has not vetted the online content in any of these sites nor does it make an official recommendation. Use of the websites and their suitability is at parents' discretion.

Maths

<https://www.topmarks.co.uk/>

myminimaths.co.uk (general practice)

[http://www.wldps.com/gordons/\(ITPs\)](http://www.wldps.com/gordons/(ITPs))

sumdog.com (fun maths related games)

timestables.me.uk (free online times table tests)

khanacademy.org/sat (videos)

English Writing

grammar-monster.com (grammar tests and definitions to help understanding)

bbc.co.uk/education/subjects/zv48q6f (good all-rounder)

primarygamesarena.com/Subjects/English (fun English related games)

<https://uk.ixl.com/> (English and maths quizzes)

<http://www.funenglishgames.com/writinggames.html>

Reading

www.activelearnprimary.co.uk

<https://readingeggs.com/>