

Core Subject Intent

English

At Braeburn Primary and Nursery Academy, we aspire to develop confident, enthusiastic and creative learners in reading and writing. With a high priority on Oracy throughout school, our children will speak, read and write with increasing fluency to prepare them for their future. As a result of wider opportunities and curriculum enrichment our children will know more, remember more and understand more.

Reading

We aim to promote a culture of positivity and enjoyment surrounding reading in our school so that children develop a thirst for reading. Through carefully planned objectives, children are supported to develop their word recognition and comprehension throughout their journey through school. With a strong focus on Phonics - through Little Wandle - in Nursery, Reception and Key Stage One, children are developing firm foundations to become more fluent readers. Throughout KS2, pupils continue to develop their fluency through targeted phonics sessions and the Reading Plus programme. The use of Guided Reading and Reading for Real across school promotes and refines comprehension skills to ensure children can understand texts in their reading lessons, whilst also applying this to the wider curriculum so they can research and know more about a topic. With a focus on learning new vocabulary across the school, children will broaden their vocabulary and apply this to their writing. Through dialogic talk, children are able to discuss, evaluate and build-upon ideas to encourage our learners to become critical readers. We are developing more confident readers who will use these skills for life-long learning and to support them in the wider world.

Writing

At Braeburn, we support our children in their development as creative writers. Our writing programme aims to motivate children; give them the basic skills they need as writers; provide them with rich experiences drawn from their cross-curricular work and immerse them in language so that they have something to say, the motivation to say it and the tools to do this skillfully. The opportunity to talk, verbalise and discuss work will run through everything we do. Our children can build confidence, skills, language acquisition and grammatical structures through the use of language and we will provide rich and daily opportunities for this to happen. Our aim is to nurture a culture where children take pride in their writing and are celebrated as successful writers; writing must be relevant and meaningful to our children. Writing is delivered through a systematic approach where children:

- Are motivated to write through a genre or experience
- Analyse examples to find out how to be successful
- Create success criteria
- Explore key vocabulary
- Learn how to use grammatical features
- Understand the writer's process through modelling
- Write independently
- Edit, up-level and refine their work
- Review their success

Mathematics

At Braeburn, we value a curriculum that builds and fosters children's self esteem and positive attitudes towards mathematics and that suits the varying needs of our children. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct domains but as a school we strive to ensure pupils make rich connections across mathematical ideas to develop fluency, reasoning and competence in solving a range of problems accurately. Planning in mathematics is supported by the NCETM Spines and underpinned by the National Curriculum. The NCETM provides coherence to the National Curriculum by exposing core concepts and demonstrating progression from early years to year 6. The fundamentals of mathematics are developed through varied and frequent practise. Mathematics sessions at Braeburn are weighted heavily towards foundational skills and additive facts. Children are taught logical and efficient strategies and solutions discreetly as well as being able to explore open ended problems in real world contexts. At Braeburn, we know the vital importance of ensuring children are cognitively ready to be exposed to concepts. To avoid cognitive overload children are given repeated opportunities to consolidate understanding when they are not sufficiently fluent, including through additional practise to maximise progress. Regular formative assessments will be used to respond to the needs of the children and inform teachers planning and monitor children's progress. Vocabulary comes through conceptual understanding: we encourage children to talk and think mathematically and find creative methods and solutions once they have secured basic methods and skills. Small steps and a 'mastery' approach through the NCETM resources allows children to acquire a deeper and adaptable understanding of the subject through CPA (Concrete - Pictorial - Abstract). We want our children to be confident, resilient and persevere. Our approach aims to broaden their knowledge and understanding of how mathematics is used in the wider world; transferable mathematical skills and to empower children in their decision making in a range of contexts, ensuring they are well equipped for their future.

The non-negotiables outlined below are underpinned by the National Curriculum objectives, the Ebor reading and writing assessment grids, Appendix 2 of the National Curriculum (GPS), the NCETM and the five big ideas for Mastery.

Non- Negotiables: Year 1

Unlocking learning through oracy

- Speak clearly and loudly enough to communicate meaningfully.
- Ask questions about matters of interest.
- Express feelings and ideas when talking about matters of interest.
- Start to answer questions with more than one word adding detail to their speech.
- Start to understand how to take turns when speaking.
- Start to listen to others and respond appropriately.

- Join in with imaginative play taking on the role of different familiar characters.
- Speak in complete sentences after an adult has modelled this.
- Retell a familiar story in sentences, using narrative language.
- Recount an event or experience in sentences.
- Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.
- Begin to use new vocabulary learned in daily sessions.

Year 1

Reading

Word Reading:

- Secure with year group phonic expectations.
- Read aloud with pace & expression, i.e. pause at full stop; raise voice for question.
- Re-read texts to develop fluency and re-read if reading does not make sense.

Comprehension:

- Recognise & join in with predictable phrases in fictional texts

Writing

- Use most specific genre features for narrative and non-narrative
- Write in the present and past tense with increasing accuracy
- Use 'and' to write longer sentences
- Use an exclamation mark
- Use a question mark
- Use a capital letter to begin many of my sentences
- Use a full stop to end many of my sentences
- Use adjectives to enhance a sentence

Mathematics

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals
- Read and write numbers from 1 to 20 in numerals and words
- Count in multiples of twos, fives and tens given a number
- Identify one more and one less to 100
- Identify and represent numbers using objects and pictorial representations including the number line, and use the

- Answer simple multiple choice/tick box retrieval questions
- Make simple inferences on the basis of what is being said & done.
- Sequence the main points of a story and re-tell with considerable accuracy.
- Make predictions on the basis of what has been read.
- After being introduced to new vocabulary, identify it in the text and verbally explain the meaning of what I have read.
- Identify the meaning of vocabulary when given multiple choice
- Recognise fiction and non-fiction texts.
- Verbally relate reading to own experiences.

- Use capital letters for names, places, the days of the week and the personal pronoun "I"
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Develop age-appropriate stamina

Spelling:

- Name the letters of the alphabet and their sounds
- Spell most CCVC words
- Add s or es to make plurals
- Write words ending in -ed, -est, -er and -ing correctly
- Begin to use prefixes to change the meaning of the word (i.e un)
- Use most graphemes correctly
- Spell some common exception words correctly

Handwriting:

- Use correct pencil grip
- Form my lower case letters correctly
- Write my letters so that they are the same size
- Use finger spaces between my words

language of: equal to, more than, less than (fewer), most, least

- Recognise half and quarter of an object shape or quantity
- Sequence events in chronological order. Use language of day, week, month and year.
- Tell time to hour and half past.
- Use additive facts within 10 and 20 (- +)
- Solve one step multiplication & division using objects, pictorial representation and arrays
- Doubles and halves to and within 10
- Add and subtract
 - 1 digit & 2 digit numbers to 20 including zero

Non- Negotiables: Year 2

Unlocking learning through oracy

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices, e.g. technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or small groups.
- Begin to be aware that formal and informal situations require a different role and language.

- Offer appropriate comments in paired or small group discussion.
- Retell a familiar story using narrative language and linking words/phrases.
- Recount an event or experience in sentences using specifically chosen vocabulary.
- Perform a simple poem from memory.
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.
- Use new vocabulary learned in daily sessions with increased confidence.

Year 2

Reading

Word Reading:

- Secure with year group phonic expectations.
- Read ahead to help with fluency & expression.
- Use commas, question marks & exclamation marks to vary expression.

Writing

- Use most specific genre features for narrative and non-narrative
- Use the past and present tense mostly correct
- Use capital letters and full stops accurately
- Use different types of sentences: statement, command, question, exclamation

Mathematics

- Compare & order numbers up to 100 and use $<$ $>$ $=$.
- Read & write all numbers to 100 in digits & words.
- Count in 1s and 10s from any given number forwards and backwards (more/less)
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall & use multiplication & division facts for 2, 5 & 10 tables.
- Use number bonds (additive) and related subtraction facts to (and within) 20. (- +)

- Read aloud age-appropriate texts with expression & intonation.

Comprehension:

- Answer simple retrieval questions about what I have read.
- Make simple inferences from a short section of text.
- Sequence events in a text when given statements and asked to number them.
- Recognise simple recurring literary language.
- Choose the most likely prediction of what will happen next based on what I have read.
- Identify new vocabulary
- Find and copy words or statements with the same or similar meaning
- Know the difference of fiction and non-fictions
- Name some structural features of non-fiction texts.
- Discuss my favourite words or phrases in a story or poem
- Verbally compare some similarities and differences between books I have read.

- Use exclamation marks accurately to show emotion
- Use commas to separate items in a list
- Use expanded noun phrases
- Use coordinating conjunctions: and, or, but
- Use subordinating conjunctions: because, if, that, when
- Use adverbs after a verb
- Use apostrophes for possession (singular)
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Develop age-appropriate stamina
- Plan, draft and edit writing with support

Spelling:

- Spell most words using my phonics knowledge
- Spell many of the common exception words
- Spell many contractions correctly
- Spell some suffixes correctly (ment, ness, less, ly, ful, es, s, ing)

Handwriting:

- Use diagonal and horizontal joins in some letters
- Write capital letters and digits of the correct size and orientation
- Use spacing between words that reflect size of letters

- Derive & use related facts to 100.
- Recall doubles and halves within and to 20
Rounding numbers to the nearest 10
- Recognise place value of any 2-digit number.
 - Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
 - Recognise & use inverse (+/-).
 - Calculate & write multiplication & division calculations using multiplication tables.
 - Recognise, find, name & write $1/3$; $1/4$; $2/4$; $3/4$.
 - Write & recognise equivalence of simple fractions.
 - Tell time to five minutes, including quarter

Non- Negotiables: Year 3

Unlocking learning through oracy

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.
- Be aware that formal and informal situations require a different role and language.

- Start to show awareness of how and when Standard English is used.
- Retell a story using narrative language, adding relevant detail.
- Perform poems from memory, adapting expression & tone as appropriate.
- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Vary the use and choice of vocabulary including technical language – dependent on the purpose and audience.
- Begin to actively seek alternative synonyms using a thesaurus.
- Read their work aloud clearly enough to be heard by their peers and the teacher

Year 3

Reading

Word Reading:

- Read aloud age-appropriate texts with expression & intonation.

Writing

- Use most specific genre features for narrative and non-narrative
- Use paragraphs to group ideas

Mathematics

- Compare and order numbers up to 1000
- Read and write all numbers to 1000 in digits & words
- Find 10 more or 10 less than any given number

Comprehension:

- Answer retrieval questions about what I have read in a longer section of text.
- Draw inferences such as: inferring characters' feelings, thoughts & motives from their actions, when the clues are found in more than one place.
- Summarise main events in fiction and non-fiction articles.
- Make predictions and give reasons why I think this based on what I have read.
- Use a dictionary or clues in the text to find the meaning of new vocabulary.
- Name some structural features of non-fiction texts and explain their function.
- Recognise language features of different genres and explain how the author's use of language features (such as similes and metaphors) contribute to the meaning of the text.
- Compare similarities and differences in a text when the information is explicit.
- Make comparisons between two texts drawing on similarities and differences

- Use headings and subheadings where appropriate
- Describe setting and characters within a longer story including feelings and characteristics
- Use a range of subordinating conjunctions eg: when, before, after, while, as in my writing.
- Use a range of co-ordinating conjunctions eg: and, but, or in my writing.
- Use capital letters, full stops, question marks and exclamation marks accurately.
- Use commas for list
- Some use of inverted commas for speech
- Use a range of sentence types:
 - command, statement, exclamation, question
- Use the past and present tense accurately
- Use the perfect tense in writing
- Use expanded noun phrases
- Use some adverbs and prepositions in writing including to start sentences
- Develop age-appropriate stamina
- Plan, draft and edit writing with some support

Spelling:

- Spell some year 3 and 4 words correctly
- Use apostrophes for possession (singular and plural) and omission

- Additive facts 10, 20 and 100 (- +)
- Count from multiples of 4, 8 50 and 100.
- Recall and use multiplication and division facts for the 3, 4 & 8 times tables
- Recognise the place value of any 3 digit number
 - 3 digits & ones
 - 3 digits & tens
 - 3 digits & hundreds
- Add and subtract:
 - Numbers with up to 3 digits using written columnar methods
- Estimate and use the inverse to check
- Count up and down in tenths
- Compare & order fractions with same denominator
- +/- fractions with the same denominator with whole
- Tell time using 12 and 24 hour clocks and using roman numerals
- Tell the time to nearest minute
- Know the number of days in each month and number of seconds in a minute.
- Multiply whole numbers by 10 and 100
- Doubles and halves to and within 30
- Rounding to the nearest 10, 100

	<ul style="list-style-type: none"> ● Use the first three letters of a word to check spelling in a dictionary <p>Handwriting:</p> <ul style="list-style-type: none"> ● Write legible, joined handwriting with letters evenly spaced and sized 	
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Non- Negotiables: Year 4

Unlocking learning through oracy	
<ul style="list-style-type: none"> ● Talk and listen confidently in a wide range of contexts. ● Ask questions to clarify or develop understanding. ● Give an answer and justify it with evidence. ● Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required. ● Show understanding of the main points and significant details in a discussion. ● Show they have listened carefully through making relevant comments. ● Increasingly able to adapt what they say to meet the needs of the audience/listener. 	<ul style="list-style-type: none"> ● With increasing confidence, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience. ● Vary the amount of detail dependent on the purpose and audience. ● Show understanding of how and why language choices vary in different contexts. ● Formally present ideas or information to an audience with increasing confidence. ● Use some features of Standard English and understand contexts when this is required. ● Present work to an audience using appropriate intonation and control the tone and volume so that the meaning is clear. ● Perform poems or plays from memory conveying ideas about characters and situations by adapting expression and tone. ● Actively seek alternative appropriate synonyms using a thesaurus.

Reading	Writing	Mathematics
<p>Word Reading:</p> <ul style="list-style-type: none"> ● Read aloud age-appropriate texts with expression & intonation. <p>Comprehension:</p> <ul style="list-style-type: none"> ● Skim & scan to retrieve information when it is not clearly located by the wording in the question. ● Justify inferences with several pieces of evidence when answering longer questions. ● Summarise main ideas and themes drawn from more than one paragraph. ● Predicting what might happen from details stated or implied and justifying them with evidence from the text. ● Use vocabulary in a different context to show understanding. ● Identify the structural features of fiction, non-fiction and poetry and state the impact these have on the reader. ● Identify vocabulary choices and note how the author's use of language features impacts on the meaning of the text and its effect on the audience. ● Compare main themes and ideas within and between texts. 	<ul style="list-style-type: none"> ● Use most specific genre features for narrative and non-narrative ● Use paragraphs around a theme ● Use headings and subheadings where appropriate ● Describe characters and settings ● Use the present perfect tense ● Use a range of co-ordinating conjunctions: and, or, but, for, nor, so, yet ● Use a range of subordinating conjunctions: when, before, as, after, while, although, even though ● Make some careful vocabulary choices ● Write simple, compound and complex sentences ● Use modal verbs appropriately (could, can would, if) ● Use fronted adverbials in my writing and mark them with a comma ● Use capital letters, full stops, question marks and exclamation marks accurately. ● Use commas for list ● Use inverted commas “ “ with punctuation before I close my speech. ● Start some sentences with a verb ● Use expanded noun phrases ● Use prepositions including at the start of a sentence ● Develop age-appropriate stamina 	<ul style="list-style-type: none"> ● Count backwards through zero to include negative numbers. ● Compare & order numbers beyond 1,000. ● Compare & order numbers with up to 2 decimal places. ● Read Roman numerals to 100. ● Find 1,000 more/less than a given number. Additive facts to and within 10, 20 and 100. Halves and within and to 50. ● Count in multiples of 6, 7, 9, 25 & 1000. ● Recall & use multiplication & division facts all tables to 12x12. ● Recognise PV of any 4-digit number. ● Round any number to the nearest 10, 100 or 1,000. ● Round decimals with 1dp to nearest whole number. ● Add & subtract: <ul style="list-style-type: none"> - Numbers with up to 4-digits using written columnar method. ● Multiply: <ul style="list-style-type: none"> - 2-digit by 1-digit - 3-digit by 1-digit ● Count up/down in hundredths. ● Recognise & write equivalent fractions ● +/- fractions with same denominator. ● Read, write & convert time between analogue & digital 12 & 24 hour clocks.

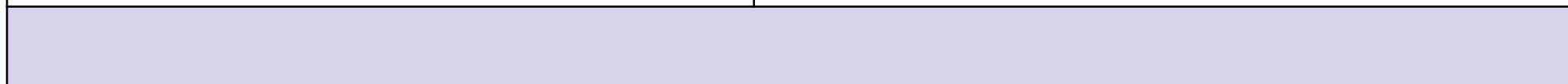
	<ul style="list-style-type: none"> • Plan, draft and edit writing with some independence <p>Spelling:</p> <ul style="list-style-type: none"> • Spell most year 3 and 4 words correctly • Use apostrophes for possession (singular and plural) and omission • Use the first three letters of a word to check spelling in a dictionary <p>Handwriting:</p> <ul style="list-style-type: none"> • Write legible, joined handwriting with letters evenly spaced and sized 	
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Non- Negotiables: Year 5

<p>Unlocking learning through oracy</p>	
<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts including some that are formal. • Engage the interest of the listener by varying their expression and vocabulary. • Adapt spoken language to the audience, purpose and context. • Explain the effect of using different language for different purposes. • Develop ideas and opinions with relevant detail. • Express ideas and options justifying a point of view. 	<ul style="list-style-type: none"> • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible solution. • Perform their own compositions across the curriculum using appropriate intonation and volume so that meaning is clear. • Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context.

- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Confidently, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.

- With increasing frequency and confidence, seek alternative appropriate synonyms using a thesaurus.



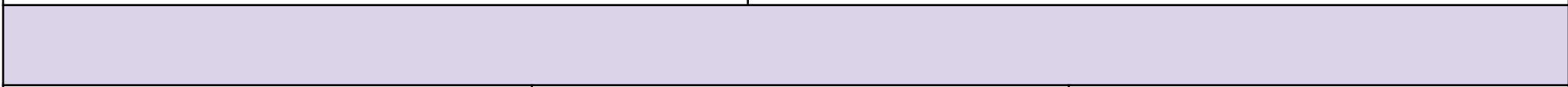
Reading	Writing	Mathematics
<p>Word Reading:</p> <ul style="list-style-type: none"> • Read aloud age-appropriate texts with expression & intonation. <p>Comprehension:</p> <ul style="list-style-type: none"> • Skim & scan to retrieve information when it is not clearly located by the wording in the question and when it is found in more than one place. • Justify inferences with several pieces of evidence when answering longer questions. Inferences may include: character's thoughts, feelings and motives from their actions. • Summarise main ideas and themes drawn from more than one paragraph and identify key details which support the main ideas. 	<ul style="list-style-type: none"> • Use most specific genre features for narrative and non-narrative • Make links within and across paragraphs • Use headings and subheadings where appropriate • Use a range of co-ordinating conjunctions: and, or, but, for, nor, so, yet • Use a range of subordinating conjunctions: when, before, as, after, while, although, even though • Use ambitious vocabulary • Use modal verbs appropriately (could, can, would, if) • Use capital letters, full stops, question marks and exclamation marks accurately. • Use commas for list • Use inverted commas “ ” accurately • Use dashes and brackets for extra information • Use expanded noun phrases 	<ul style="list-style-type: none"> • Count forwards & backward with positive & negative numbers through zero. • Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000. • Compare & order numbers up to 1,000,000. • Compare & order numbers with 3 decimal places. • Read Roman numerals to 1,000. • Identify all multiples & factors, including finding all factor pairs. • Use known tables to derive other number facts. • Recall prime numbers up to 19. • Recognise & use square numbers & cube numbers. • Recognise PV of any number up to 1,000,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000. • Round decimals with 2dp to nearest whole number & 1dp.

<ul style="list-style-type: none"> ● Predicting what might happen from details stated or implied and justifying them with evidence from the text, applying these to abstract tasks. ● Infer the meaning of new vocabulary when the inference is clear. ● Identify how language, presentation, grammatical and structural features of a text contribute to their meaning. ● Identify vocabulary choices and evaluate the effectiveness of the author's use of language features and the impact on the meaning of the text and its effect on the audience. ● Compare main themes and ideas within and between texts, and justify my views using evidence from the text. ● Distinguish between fact and opinion when given statements. 	<ul style="list-style-type: none"> ● Use a range of sentence openers: adjectives, nouns, adverb, verbs, prepositional phrases ● Use adverbial phrases in different positions within a sentence: Beginning, Embedded, Ending ● Use short sentences for impact ● Develop age-appropriate stamina ● Plan, draft and edit writing with independence <p>Spelling:</p> <ul style="list-style-type: none"> ● Spell some year 5 and 6 words correctly ● Use apostrophes for possession (singular and plural) and omission ● Use the first three letters of a word to check spelling in a dictionary <p>Handwriting:</p> <ul style="list-style-type: none"> ● Write legible, joined handwriting with letters evenly spaced and sized ● Write with increased fluency 	<ul style="list-style-type: none"> • Add & subtract: <ul style="list-style-type: none"> o Numbers with more than 4-digits using formal written method. • Use rounding to check answers. • Multiply: <ul style="list-style-type: none"> - 4 digits by 1 digit/2 digit • Divide: <ul style="list-style-type: none"> - Up to 4-digits by 1 digit. • Multiply & divide: <ul style="list-style-type: none"> - Whole numbers & decimals by 10, 100 & 1,000 • Recognise & use thousandths. • Recognise mixed numbers & improper fractions & convert from one to another. • Multiply proper fractions & mixed numbers by whole numbers. • Identify & write equivalent fractions. • Solve time problems using timetables and converting between different units of time. <ul style="list-style-type: none"> ● All multiples and 20s, 25s, 0.1, 0.20, 0.25 and 1/10, 1/2, 1/4 . ● Apply additive facts to bonds to and within 1 ● Halves and doubles to and within 100 ● Round to decimal tenths
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Non- Negotiables: Year 6

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions – elaborating to make meaning explicit.
- Take an active part in discussions, taking different roles.
- Use hypothetical speculative language to express possibilities.
- Use Standard English fluently in formal situations.
- Debate an issue maintaining a focused point of view.
- Use formal language of persuasion to structure a logical argument.

- Perform their own compositions across the curriculum, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere.
- Pay close attention to, and consider the view and opinions of, others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.
- Regularly, seek alternative appropriate synonyms using a thesaurus.
- Apply accurately and vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.



Reading	Writing	Mathematics
<p>Word Reading:</p> <ul style="list-style-type: none"> ● Read aloud age-appropriate texts with expression & intonation. <p>Comprehension (secure):</p> <ul style="list-style-type: none"> ● Skim & scan to retrieve information when it is not clearly located by the wording in the question, and when there is competing information in the text. ● Justify inferences with several pieces of evidence when answering longer 	<ul style="list-style-type: none"> ● Use most specific genre features for narrative and non-narrative ● Make links within and across paragraphs ● Use headings and subheadings where appropriate ● Use a range of co-ordinating conjunctions: and, or, but, for, nor, so, yet ● Use a range of subordinating conjunctions: when, before, as, after, while, although, even though ● Use ambitious vocabulary ● Use modal verbs appropriately (could, can would, if) 	<ul style="list-style-type: none"> ● Use negative numbers in context & calculate intervals across zero. ● Compare & order numbers up to 10,000,000. ● Identify common factors, common multiples & prime numbers. ● Round any whole number to a required degree of accuracy. ● Identify the value of each digit to 3 decimal places. ● Use knowledge of order of operations to carry out calculations involving four operations. ● Use knowledge of order of operations to carry out calculations involving four operations.

questions. Inferences may include: character's thoughts, feelings and motives; and abstract ideas such as: themes and the author's intention.

- Summarise main ideas and themes drawn from more than one paragraph and identify key details and quotations which support the main ideas.
- Make predictions about the responses of others based on stated and implied information using evidence and my own knowledge.
- Infer the meaning of new vocabulary when the inference clues are not limited to one or two pieces.
- Explain how language, presentation, grammatical and structural features of a text contribute to their meaning; and why the author has deliberately selected them for effect.
- Identify vocabulary choices; evaluate the effectiveness of the author's use of language features and the impact on the meaning of the text and its effect on the audience; and give examples of how effects have been created within a text.
- Compare main themes and ideas, abstract themes, motives and characters within and between texts, and justify my views using evidence from a number of sources in the text.

- Use capital letters, full stops, question marks and exclamation marks accurately.
- Use commas in a list
- Use inverted commas “ ” accurately and use dialogue to advance action or show character
- Use commas for clause
- Use a range of punctuation: dashes, brackets, semi colons, hyphens, colons
- Use a range of devices within sentences: noun phrases, adverbials, prepositional phrases, embedded and relative clauses
- Use short sentences for impact
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Develop age-appropriate stamina
- Plan, draft and edit writing with some support

Spelling:

- Spell most year 5 and 6 words correctly
- Use apostrophes for possession (singular and plural) and omission
- Use the first three letters of a word to check spelling in a dictionary

Handwriting:

- Maintain legibility and fluency of handwriting

- Multiply:
 - 4-digit by 2-digit
 - 4-digit by 2-digit
 - Divide:
 - 4-digit by 2-digit
 - Add & subtract fractions with different denominators & mixed numbers.
 - Multiply simple pairs of proper fractions, writing the answer in the simplest form.
 - Divide proper fractions by whole numbers.
 - Calculate % of whole number.
- Halves and doubles to and beyond 100
Apply additive facts to bonds to and within 10, 100, 20 & 1000

- Distinguish between fact and opinion in a text and infer the author's viewpoint from statements of opinion within non-fiction texts.

Comprehension (greater depth):

- Skim & scan to retrieve information when there are functional distractors, information is found in several places within the text and when there is significant competing information.
- Make accurate inferences which require subject-specific knowledge and the ability to ignore functional distractors in order to justify and evidence conclusions.
- Summarise the main ideas, themes and purposes of a book, which contain unfamiliar themes, language and grammatical structures or contain large amounts of technical language and structures.
- Make predictions about the responses of others based on implied information from texts containing significant competing information and functional distractors using evidence and my own knowledge.
- Infer the meaning of complex vocabulary when the inference clues are not limited to one or two pieces and when subject-specific knowledge is required.

- Explain how language, presentation, grammatical and structural features of a text contribute to their meaning; and why the author has deliberately selected them for effect. Select multiple quotes and examples to justify my point.
- Identify vocabulary choices; evaluate the effectiveness of the author's use of language features (including the creation of bias and opinion) and the impact on the meaning of the text and its effect on the audience; and give examples of how effects have been created within a text.
- Evaluate the effectiveness of style, presentation and language features in order to make comparisons about main themes and ideas, abstract themes, motives and characters within and between texts, and provide reasoned justification for my views using evidence from a number of sources in the text.
- Distinguish between fact and opinion in a text which requires me to apply subject-specific knowledge.