



= Key area

<b>Word Reading</b>	
	Apply their growing knowledge of root words, prefixes and suffixes ( etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<b>Comprehension</b>	
	<i>Develop positive attitudes to reading and understanding of what they read by:</i>
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
	Reading books that are structured in different ways and reading for a range of purposes;
	Using dictionaries to check the meaning of words that they have read;
	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
	Identifying themes and conventions in a wide range of books;
	Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
	Discussing word and phrases that capture the reader's interest and imagination;
	Recognising some different forms of poetry ( for example, free verse, narrative poetry).
<b>Comprehension</b>	
	<i>Understanding what they read, in books they can read independently, by:</i>
	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
	Asking questions to improve their understanding of a text;
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
	Predicting what might happen from details stated and implied;
	being introduced to non-fiction books that are structured in different ways;
	Identifying main ideas drawn from more than one paragraph and summarising these;
	Identifying how language, structure and presentation contribute to meaning.
	Retrieve and record information form non-fiction.
	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



St Nicholas Catholic Primary School

National Curriculum 2014 - **Writing** Age Related Expectations

KEY STAGE 2 - YEAR 3 & 4

	Is starting to plan, draft, edit and evaluate their own writing effectively.
	Can produce work which is organised with a clear structure (opening, middle and ending)
	Is starting to write neatly and legibly with a joined style.
	Demonstrate an understanding of the audience and purpose.
	Can develop characters, plots and settings, feeling and emotions in narratives.
	Can use accurate grammatical structure- verb and noun agreement, prepositions, use of determiners a/an.
	Can link and relate events using the accurate tense- past, present and future. (afterwards, before, after a while, eventually.)
	Can use range of sequenced sentences- subordinate clauses.
	Starting to use a range of co-ordinating and subordinating conjunctions to join clauses.
	Can use adjective and adverbs for description.
	Can use a range of fronted adverbial openers (time and cause)
	Can use pronouns to avoid awkward repetition of nouns.
	Can use paragraphs to organise ideas.
	Capital letters and full stops are used consistently accurate.
	Can use a wide range of punctuation including questions marks, exclamation marks, apostrophes (possessive and contraction), commas for lists
	Beginning to use inverted commas for dialogue accurately.
	To spell all phonetically regular or familiar polysyllabic words accurately.
	Can add suffixes and prefixes to spell most words correctly (ment, ness, ful, less, ly, super, anti, auto)
	Beginning to spell most of the Year 3 and 4 statutory spelling words correctly.



= Key area

<b>Number and Place Value</b>	
	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 (hundreds, tens, ones).
	Compare and order numbers up to 1000.
	Identify, represent and estimate numbers using different representations.
	Read and write numbers up to 1000 in numerals and in words.
	Solve number problems and practical problems involving these ideas.
<b>Addition and Subtraction</b>	
	Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>• a three-digit number and ones;</li> <li>• a three-digit number and tens;</li> <li>• a three-digit number and hundreds.</li> </ul>
	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
	Estimate the answer to a calculation and use inverse operations to check answers.
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
<b>Multiplication and Division</b>	
	Recall and use multiplication and division facts for the 3x table.
	Recall and use multiplication and division facts for the 4x table.
	Recall and use multiplication and division facts for the 8x table.
	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
<b>Fractions</b>	
	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
	Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.
	Recognise and show, using diagrams, equivalent fractions with small denominators.
	Add and subtract fractions with the same denominator within one whole
	Compare and order unit fractions, and fractions with the same denominators.
	Solve problems that involve all of the above.
<b>Measurement</b>	
	Measure, compare, add and subtract lengths (m/cm/mm);
	Measure, compare, add and subtract mass (kg/g);
	Measure, compare, add and subtract volume/capacity (l/ml).
	Measure the perimeter of simple 2-D shapes.
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
	Tell and write the time from: <ul style="list-style-type: none"> <li>• an analogue clock and 12-hour and 24-hour clocks;</li> <li>• an analogue clock, including using Roman numerals from I to XII.</li> </ul>
	Estimate and read time with increasing accuracy to the nearest minute.
	Record and compare time in terms of seconds, minutes and hours
	Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
	Know the number of seconds in a minute and the number of days in each month, year and leap year
	Compare durations of events [for example to calculate the time taken by particular events or tasks].

	<b>Geometry - Properties of Shape</b>
	Draw 2-D shapes and make 3-D shapes using modelling materials.
	Recognise 3-D shapes in different orientations and describe them.
	Recognise angles as a property of shape or a description of a turn.
	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	<b>Statistics</b>
	Interpret and present data using bar charts, pictograms and tables.
	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.