

Reading

Word reading

Apply knowledge of root words, prefixes and suffixes (morphology and etymology)

Comprehension

Maintain positive attitude to reading and understanding of what they have read by:

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction & reference books/ textbooks.

Read books that are structured in different ways and reading for a range of purposes.

Increase familiarity with a wide range of books (inc myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.

Recommend books to their peers, giving reasons for their choice and make comparisons within and across books

Identify and discuss themes and conventions in and across a wide range of writing

Learn a wider range of poetry by heart

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they have read by:

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Drawing inference such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

Predict what might happen from details stated and implied.

Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identify how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

Grammar

- ◆ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- ◆ Use passive verbs to affect the presentation of information in a sentence
- ◆ Using expanded noun phrases to convey complicated information concisely
- ◆ Using modal verbs or adverbs to indicate degrees of possibility
- ◆ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ◆ Learning the grammar in column 1 of year 1 in Appendix 2
- ◆ Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using hyphens to avoid ambiguity
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semi-colons, colons or dashes to mark boundaries between main clauses
 - Using a colon to introduce a list
 - Punctuating bullet points consistently
- ◆ Use and understand the grammatical terminology in word bank accurately and appropriately in discussing their writing and reading.

Writing

Transcription

Use further prefixes and suffixes and understand the guidelines for adding them

Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Use dictionaries to check the spelling and meaning of words

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

Use a thesaurus.

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters

Choosing the writing implement that is best suited for a task

Composition

Plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed .

Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Précising longer passages .

Using a wide range of devices to build cohesion within and across paragraphs.

Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing

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

Ensuring the consistent and correct use of tense throughout a piece of writing

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

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

Grammar

- ◆ Endings which sound like /jəs/ spelt -cious or -tious
- ◆ Endings which sound like /jəl/ -cial is common after a vowel letter and -tial after a consonant letter, (there are exceptions though)
- ◆ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- ◆ Words ending in -able and -ible / Words ending in -ably and -ibly
- ◆ Adding suffixes beginning with vowel letters to words ending in -fer
- ◆ Use of the hyphen
- ◆ Words with the /i:/ sound spelt ei after c
- ◆ Words containing the letter-string ough
- ◆ Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- ◆ Homophones and other words that are often confused

To get examples and exceptions for some of these rules use the English Appendix 1 Spelling PDF.

Spoken Language

Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and build vocabulary and knowledge

Articulate and justify answers, arguments and opinions

Give well-structured descriptions and explanations

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication.

Vocabulary, punctuation and Grammar

Word

Converting noun or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)

Verb prefixes (e.g. de-, mis-, over-, re-)

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Sentence

Relative clause beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

Indicating degrees of possibility using adverbs (e.g. then, after that, this, firstly) or modal verbs (e.g. might, should, will, must)

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Text

Devices to build cohesion within a paragraph

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

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

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Terminology

Model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object

active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Word list

accommodate	communicate	environment	individual	prejudice	stomach
accompany	community	equip (-ped, -ment)	interfere	privilege	sufficient
according	competition	especially	interrupt	profession	suggest
achieve	conscience*	exaggerate	language	programme	symbol
aggressive	conscious*	excellent	leisure	pronunciation	system
amateur	controversy	existence	lightning	queue	temperature
ancient	convenience	explanation	marvellous	recognise	thorough
apparent	correspond	familiar	mischievous	recommend	twelfth
appreciate	criticise (critic + ise)	foreign	muscle	relevant	variety
attached	curiosity	forty	necessary	restaurant	vegetable
available	definite	frequently	neighbour	rhyme	vehicle
average	desperate	government	nuisance	rhythm	yacht
awkward	determined	guarantee	occupy	sacrifice	
bargain	develop	harass	occur	secretary	
bruise	dictionary	hindrance	opportunity	shoulder	
category	disastrous	identity	parliament	signature	
cemetery	embarrass	immediate(ly)	persuade	sincere(ly)	
committee			physical	soldier	

Number: place value and rounding

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

Use negative numbers in context, and calculate intervals across zero

Solve number and practical problems that involve all of the above.

Addition, subtraction, multiplication and division

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers

Use their knowledge of the order of operations to carry out calculations involving the four operations ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Solve problems involving addition, subtraction, multiplication and division

Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Multiplication and division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Solve problems involving \times and \div where larger numbers are used by decomposing them into their factors.

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

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

Multiply and divide numbers mentally drawing upon known facts.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

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

Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

Solve problems involving $+$, $-$, \times and \div and a combination of these, including understanding the meaning of the equals sign.

Solve problems involving \times and \div , including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals and percentages)

Use common factors to simplify fractions; use common multiples to express fractions in the same denomination

Compare and order fractions, including fractions >1

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$)

Solve problems involving number up to three decimal places

Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction

Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those with a denominator of a multiple of 10 or 25.

Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)

Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $3/8$)

Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places

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

☐ use written division methods in cases where the answer has up to two decimal places

☐ solve problems which require answers to be rounded to specified degrees of accuracy ☐ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

<p>Ratio and Proportion</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Measurement</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units such as mm³ and km³.</p>	<p>Geometry</p> <p>Draw 2-D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
<p>Algebra</p> <p>Express missing number problems algebraically</p> <p>Use simple formulae expressed in words</p> <p>Generate and describe linear number sequences</p> <p>Find pairs of numbers that satisfy number sentences involving two unknowns</p> <p>Enumerate all possibilities of combinations of two variables.</p>	<p>Statistics</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean as an average.</p>	
<p>Position and Direction</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>		

<p>All living things</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals, including humans</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Working scientifically</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Using simple models to describe scientific ideas</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>Light</p> <p>Understand that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>		

KS2 curriculum

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection and repetition in programmes; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms (step by step procedure) work and to detect and correct errors in algorithms and programmes.

Understand computer networks including the internet, how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Foreign Languages

Listens to spoken and show understanding by joining in and responding.

Explore patterns in sound in songs, rhymes, link spelling and meaning.

Engage in conversations, asks and answer questions, express opinions and respond to those of others.

Speaks in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud.

Present ideas and information orally, read carefully and show understanding of words, phrases and simple

Read carefully and show understanding of words, phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Use dictionaries and write phrases from memory.

Describe people, places, things and actions orally.

Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English.

P.E.

Use skills in different ways and to link them to make actions and sequences of movement,

Communicate, collaborate and compete with each other.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Use running, jumping, catching and throwing in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in KS1 or KS2

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively

Perform safe self-rescue in different water-based situations.

KS2 curriculum

D&T

Through a variety of creative and practical activities, knowledge, understanding and skills need to be taught in an interactive process of designing and making.

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-designs.

Make

Select from and use a wide range of tools and equipment to perform practical task.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of other to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical and electronically systems in their products.

Apply their understanding of computing to programme, monitor and control their products.

Art and Design

Develop techniques (control, use of materials) with creativity, experimentation, increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.

To improve their mastery of techniques, such as drawing, painting and sculpture with materials.

Taught about the greatest artists, architects and designers in history.

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

NB: a focus on pupils feeding themselves and other affordably and well, now and in later life.

Music

Sing, play musically with increasing confidence and control.

Develop understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of staff and other musical notations.

Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of history of music.

KS2 curriculum

Geography

Extend knowledge and understanding beyond the local area to include the UK, Europe, North and South America (including the locations and characteristics of a range of the world's most significant human and physical features).

Location Knowledge

Locate the world's countries, using maps to focus on Europe (including location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Identify the position and significance of latitude, longitude, Equator, N Hemisphere, S Hemisphere, the tropics of Cancer and Capricorn Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N or S America.

Human and Physical Geography

Describe and understand key aspects of physical geography (*climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle*) and human geography (*types of settlement and land use, economic activity including trade links, distribution of natural resources such as energy, food, minerals and water*)

Geographical skills and fieldwork

Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Use the 8 point compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK and wider world.

Use fieldwork to observe, measure and record the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology.

History

Develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reason of this.

Taught about:

Changes in Britain from Stone Age to Iron Age;

The Roman Empire and its impact on Britain;

Britain's settlement by Anglo-Saxons and Scots;

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;

A local history study;

A study of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066;

The achievement of the earliest civilizations;

Ancient Greece;

A non-European society that provides contrasts with British history.