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| **READING** | | **Reading Comprehension** | **Writing Composition: Vocabulary, Grammar & Punctuation** | **Writing Composition** | **Writing Transcription:** | |
| **Spelling** | **Handwriting** |
| **Range of Reading**   * Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.   **Familiarity with Texts**   * Becoming increasingly familiar with and retelling a wider range of stories, fairy stories. and traditional tales * Recognising simple recurring literary language in stories and poetry.   **Poetry and Performance**   * Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.   **Non-Fiction**   * Being introduced to non-fiction books that are structured in different ways. | **Decoding**   * 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 taught so far, especially recognising alternative sounds for graphemes. * Read accurately most words of two or more syllables that contain the same graphemes as above. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.   **Language Comprehension**   * + Read words containing common suffixes.   + Discuss and clarify the meanings of words, linking new meanings to known vocabulary.   + Discuss their favourite words and phrases.   **Fluency**   * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * Re-read books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading.   + Recite some poems leant by heart with appropriate intonation to make the meaning clear. | **Understanding**   * + Draw on what they already know or on background information and vocabulary provided by the teacher.   + Discussing the sequence of events in books and how items of information are related.   • Check that the text makes sense to them as they read and correcting inaccurate reading.  **Discussing Texts**   * + Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.   • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  **Prediction**  • Ask and answer questions.   * + Predict what might happen on the basis of what has been read so far.   **Inference**   * + Make inferences on the basis of what is being said and done. | * + Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted and possessive forms.   + Understand sentences with different forms: statements, questions, exclamations and commands.   + Use expanded noun phrases to add description and detail.   + Use the present and past tenses correctly and consistently including the progressive form.   + Use co-ordination (and, or, but) to write compound sentences.   + Use subordination (when, if, that, because) to write complex sentences.   + Use some features of written Standard English.   ***From Appendix 2 pg.65/66 l*earn and use the:**  **Grammar**  *formation of nouns using suffixes*  *formation of adjectives using suffixes*  *adjectives in to adverbs*  *subordination*  *expanded noun phrases*  *types of sentences*  *present / past tense & Past and present in progressive form*  *punctuation*  **Grammatical terminology**  *noun, noun phrase*  *statement, question, command, exclamation*  *compound*  *suffix*  *adjective, verb, adverb*  *tense (past & present)*  *apostrophe and comma* | * Demonstrate positive attitudes to writing and growing stamina. * Write narratives, real events, poetry and for different purposes (pg.21). * Plan and orally rehearse writing, including selecting vocabulary, phrases and sentences (pg.21). * Make simple revisions, additions and corrections to their own writing. (pg.21). * Read aloud what they have written with appropriate intonation to make meaning clear. | ***Follow Spelling requirements from Appendix 1 pg45-48***   * Segment spoken words into phonemes and represent these with graphemes, spelling many correctly. * Learn new ways of spelling phonemes including a few common homophones. * Spell common exception words. * Spell more words with contracted forms. * Use the possessive apostrophe *(singular – the girl’s book).* * Distinguishing between homophones and near homophones. * Add suffixes to spell longer words -ness, -ful, -ly and –less. * Add -ing, -ed, - er, -est to words. * Add es to words ending in y. | * Form lower-case letters of the correct size relevant to one another. * Begin to join and understand which letters are best left un-joined. * Write capital letters and digits the correct size, orientation and relationship to one another and to lower case letters. * Use spacing between words that reflects the size of the letters. |