|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.
 |