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| **Core Reading** | **Word Reading and Fluency** | **Comprehension** |
| **Range of Reading**   * Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.   **Familiarity of Texts**   * Reading books that are structured in different ways and reading for a range of purposes. * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identifying and discussing themes and conventions in a wide range of books.   **Poetry and Performance**   * Recognising some different forms of poetry (for example, free verse, narrative poetry).   **Non-Fiction**   * Retrieve and record information from non-fiction. | **Word Reading**   * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud and to understand new words they meet. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.   **Fluency**   * Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action. | **Language Comprehension**   * Use dictionaries to check the meaning of words that they have read. * Understand what they read, in books they can read independently by: * Discussing words and phrases that capture the reader’s interest and imagination. * Discussing and explaining the meaning of words in context. * Identifying how language, structure and presentation contribute to meaning.   **Understanding**   * 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. * Identifying main ideas drawn from more than one paragraph and summarising these.     **Discussing Reading**   * 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.   **Prediction**   * Predicting what might happen from details stated and implied.   **Inference**   * Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |

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| **Composition: planning, drafting, evaluating, editing and proof-reading** | **Composition: structuring and organising text** | **Composition: applying vocabulary, grammar and punctuation** | **Transcription: spelling** | **Transcription: handwriting** |
| **Plan writing by:**   * Discussing models of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write by:**   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * In narratives, creating settings, characters and plot. * Ensuring features of writing are generally appropriate to given task.   **Evaluate and edit by:**   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.   **Proofread for spelling and punctuation errors**  **Read own writing aloud**:   * To a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | * Begin to use paragraphs to organise ideas around a theme. * Use conjunctions, adverbs and prepositions to express time and cause. * Begin to organise non-narrative work using simple organizational devices e.g. headings and subheadings. | * Express time, place and cause using **conjunctions** [for example, when, before, after, while, so, because]. * Express time, place and cause using **adverbs** [for example, then, next, soon, therefore]. * Express time, place and cause using **prepositions** [for example, before, after, during, in, because of]. * Use the **present perfect** form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. * Begin to use **inverted commas** to punctuate direct speech. | ***Follow Spelling requirements from Appendix 1 pg49-55***   * Use further prefixes and suffixes and understand how to add them (Appendix 1). * Form nouns using a range of prefixes [for example super–, anti–, auto–] (Appendix 2). * Use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] (Appendix 2). * Form word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (Appendix 2). * Spell further homophones. * Spell words that are often misspelt. * Use the first 2 or 3 letters of a word to check its spelling in a dictionary. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | * Use the diagonal and horizontal strokes that are needed to join letters and beginning to understand which letters, when adjacent to one another, are best left unjoined. * Begin to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |