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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].
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