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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.   **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. | * Use paragraphs to organise ideas around a theme. * Use pronouns or alternative nouns within and across sentences to aid cohesion and avoid repetition. * Use conjunctions, adverbs and prepositions to express time and cause. * Organise non-narrative work using simple organizational devices e.g. headings and subheadings where appropriate. | * Use a wider range of **conjunctions**, including when, if, because, although to form complex sentences with more than one clause. * Use the **present perfect** form of verbs in contrast to the past tense. * Use **Standard English** forms for verb inflectionsinstead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]. * Include **expanded noun phrases** by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*). * Use **fronted adverbials** to vary sentence structure[for example, *Later that day*, *I heard the bad news.*]. * Use **commas** after **fronted adverbials.** * Punctuate **direct speech** accurately, including inverted commas and other punctuation[for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]. * Recognise when **possessive apostrophe** is needed and place it accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]. | ***Follow Spelling requirements from Appendix 1 pg49-55***   * Spell accurately some prefixes and suffixes (Appendix 1). * Spell common homophones (Appendix 1. * Spell words that are often misspelt (Word List). * 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 understand which letters, when adjacent to one another, are best left unjoined. * 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] This is not always maintained when writing at efficient speed. |