

Core Reading	Word Reading and Fluency	Comprehension
<p>Range of Reading</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. <p>Familiarity of Texts</p> <ul style="list-style-type: none"> 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. <p>Poetry and Performance</p> <ul style="list-style-type: none"> Recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Non-Fiction</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Fluency</p> <ul style="list-style-type: none"> Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action. 	<p>Language Comprehension</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Understand what they read, in books they can read independently by: <ul style="list-style-type: none"> 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. <p>Understanding</p> <ul style="list-style-type: none"> 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. <p>Discussing Reading</p> <ul style="list-style-type: none"> 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. <p>Prediction</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. <p>Inference</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Composition: planning, drafting, evaluating, editing and proof-reading	Composition: structuring and organising text	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
<p>Plan writing by:</p> <ul style="list-style-type: none"> 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. <p>Draft and write by:</p> <ul style="list-style-type: none"> 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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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. <p>Proofread for spelling and punctuation errors</p> <p>Read own writing aloud:</p> <ul style="list-style-type: none"> To a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]. Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>). Use fronted adverbials to vary sentence structure [for example, <i>Later that day, I heard the bad news.</i>]. 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: <i>The conductor shouted, "Sit down!"</i>]. 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]. 	<p>Follow Spelling requirements from Appendix 1 pg49-55</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.