



St Ursula's Catholic Primary School

English Reading & Writing National Curriculum Targets 2022 - 23

Nursery	Early Years Foundations Stage Outcomes
<p><i>These objectives will be developed and consolidated throughout the academic year.</i></p>	<p><u>Communication and Language</u></p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><u>Physical Development</u></p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p><u>Literacy</u></p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>

Engage in extended conversations about stories, learning new vocabulary.
 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
 Write some or all of their name.
 Write some letters accurately.

Reception	Development Matters and Early Learning Goals 2020
<p>Autumn Term 1</p> <p>Autumn Term 2</p> <p>Spring Term 1</p> <p>Spring Term 2</p> <p><i>These objectives will be developed and consolidated throughout these terms.</i></p>	<p><u>Communication and Language</u></p> <p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>Physical Development</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><u>Literacy</u></p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Summer Term 1
Summer Term 2

*These objectives
will be developed
and consolidated
throughout these
terms.*

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Communication and Language

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Year 1	National Curriculum targets
Autumn Term 1	<p><u>Reading</u></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart •discussing word meanings, linking new meanings to those already known Understand what they read, in books they can read independently, by: drawing on what they already know or on background information and vocabulary provided by the teacher Discussing the significance of the title and events Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs</p> <p><u>Writing</u></p> <p>Write sentences by: Saying out loud what they are going to write about; Composing a sentence orally before writing it. Sequencing sentences to form short narratives Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><u>Spelling</u></p> <p>The /f/, /l/, /s/, /z/ and /k/ sounds The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words. The -tch sound Some words end with an /e/ sound spelled 'y'. Adding s and es to words (plurals) Adding the suffixes – ing and –ed to verbs.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p>

Leaving spaces between words
Joining words and joining clauses using and
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Learning the grammar for year 1 in English Appendix 2
Use the grammatical terminology in English Appendix 2 in discussing their writing.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly
Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Form capital letters
Form digits 0-9
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Autumn Term 2

Reading

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Being encouraged to link what they read or hear read to their own experiences
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Recognising and joining in with predictable phrases
Learning to appreciate rhymes and poems, and to recite some by heart •discussing word meanings, linking new meanings to those already known
Understand what they read, in books they can read independently, by:
drawing on what they already know or on background information and vocabulary provided by the teacher
Discussing the significance of the title and events
Apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read other words of more than one syllable that contain taught GPCs

Writing

Write sentences by:
Saying out loud what they are going to write about
Composing a sentence orally before writing it
Sequencing sentences to form short narratives
Words containing each of the 40+ phonemes already taught
Common exception words
The days of the week Name the letters of the alphabet:
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spelling

Adding –er, –est and un- to words

The /ai/ and /oi/ digraphs.

The ay and oy digraphs..

The long vowel sound /a/ spelled with the split digraph a-e

The long vowel sound /e/ spelled with the split digraph e-e.

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

Leaving spaces between words

Joining words and joining clauses using and

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Spring Term 1

Reading- Objectives for Autumn 1 and 2 will continue into Spring plus...

Checking that the text makes sense to them as they read and correcting inaccurate reading

Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and –s, – es, –ing, –ed, –er and –est endings

Writing

Write sentences by:

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Naming the letters of the alphabet in order

Using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Using the prefix un- •using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1

Spelling

The long vowel sound /i/ spelled with a split digraph i_e.

The long vowel sound /o/ spelled with the split digraph o_e.

The long vowel /oo/ and /yoo/ sounds spelled as u_e.

The /ar/ consonant digraph.

Long vowel sound /e/ spelled ee.

The long vowel sound /e/ spelled ea.

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

Leaving spaces between words

Joining words and joining clauses using and

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.#

Spring Term 2

Reading - Objectives for Autumn 1 and 2 will continue into Spring plus...

Checking that the text makes sense to them as they read and correcting inaccurate reading

Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Writing

Write sentences by:

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.
Naming the letters of the alphabet in order
Using letter names to distinguish between alternative spellings of the same sound
Add prefixes and suffixes:
Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
Using the prefix un- •using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1

Spelling

The short vowel sound /e/ spelled ea.
The vowel digraph er.
The digraphs ir and ur
The long vowel sound /oo/ as in Zoo.
The short vowel sound 'oo' as in foot.

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:
Leaving spaces between words
Joining words and joining clauses using and
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
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Begin to form lower-case letters in the correct direction, starting and finishing in the right place
Form capital letters
Form digits 0-9
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Summer Term 1

Reading - Objectives for Autumn and Spring 1 and 2 will continue into Summer plus...

Making inferences on the basis of what is being said and done •predicting what might happen on the basis of what has been read so far
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Writing

Write sentences by:
Re-reading what they have written to check that it makes sense
Discuss what they have written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher.

Naming the letters of the alphabet in order
Using letter names to distinguish between alternative spellings of the same sound
Add prefixes and suffixes:
Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
Using the prefix un- •using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1

Spelling

The 'oa' digraph.

The 'ou' digraph.

The 'ow' digraph.

The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew

The digraph 'ie' sound.

The digraph 'ie' making the /ee/ sound.

Vocabulary, Grammar and Punctuation

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Joining words and joining clauses using and

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

Handwriting

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Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Summer Term 2

Reading - Objectives for Autumn and Spring 1 and 2 will continue into Summer plus...

Making inferences on the basis of what is being said and done •predicting what might happen on the basis of what has been read so far

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Writing

Write sentences by:

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

	<p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un– •using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p><u>Spelling</u></p> <p>The long vowel sound /i/ spelled ‘igh.’</p> <p>The vowel digraph ‘or’ and trigraph ‘ore.’</p> <p>The /or/ sound spelled with the digraph aw or au.</p> <p>The trigraphs ‘air’ and ‘ear’.</p> <p>The /er/ sound spelled with ‘ear’ or ‘are’</p> <p>Words with ‘ph’ or ‘wh’ spellings.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Leaving spaces between words</p> <p>Joining words and joining clauses using and</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>Learning the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Handwriting</u></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>
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	National Curriculum targets
Year 2	
Autumn Term 1	<p><u>Reading</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>

Discussing their favourite words and phrases 21/9/20

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Answering and asking questions •predicting what might happen on the basis of what has been read so far

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.

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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events, writing poetry, writing for different purposes

Consider what they are going to write before beginning by:

Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

Evaluating their writing with the teacher and other pupils

Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Learning to spell common exception words

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spelling

The /j/ sound spelled -dge at the end of words.

The /j/ sound spelled -ge at the end of words.

The /j/ sound spelled with a g.

The /s/ sound spelled c before e, i and y.

The /n/ sound spelled kn and gn at the beginning of words.

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Form lower-case letters of the correct size relative to one another

Write capital letters and digits of 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.

Autumn Term 2

Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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

discussing the sequence of events in books and how items of information are related

Recognising simple recurring literary language in stories and poetry

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Discussing their favourite words and phrases 21/9/20

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Answering and asking questions •predicting what might happen on the basis of what has been read so far

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.

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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events, writing poetry, writing for different purposes

Consider what they are going to write before beginning by:

Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

Evaluating their writing with the teacher and other pupils
Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
Read aloud what they have written with appropriate intonation to make the meaning clear.
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
Learning to spell common exception words
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spelling

The /r/ sound spelled 'wr' at the beginning of words.
The /l/ or /ul/ sound spelled '-le' at the end of words.
The /l/ or /ul/ sound spelled '-el' at the end of words.
The /l/ or /ul/ sound spelled '-al' at the end of words.
Words ending in '-il.'

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Learn how to use:
Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]
The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Form lower-case letters of the correct size relative to one another
Write capital letters and digits of 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.

Spring Term 1

Reading - Objectives for Autumn 1 and 2 will continue into Spring plus...

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Being introduced to non-fiction books that are structured in different ways
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Checking that the text makes sense to them as they read and correcting inaccurate reading
Making inferences on the basis of what is being said and done
Read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Re-read these books to build up their fluency and confidence in word reading.

Writing - Objectives for Autumn 1 and 2 will continue into Spring plus...

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly •apply spelling rules and guidance, as listed in English Appendix 1

Spelling

The long vowel 'i' spelled with a y at the end of words.

Adding '-es' to nouns and verbs ending in 'y.'

Adding '-ed' to words ending in y.

Adding '-er' to words ending in y.

Adding 'ing' to words ending in 'e' with a consonant before it.

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Spring Term 2

Reading - Objectives for Autumn 1 and 2 will continue into Spring plus...

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Being introduced to non-fiction books that are structured in different ways

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Re-read these books to build up their fluency and confidence in word reading.

Writing - Objectives for Autumn 1 and 2 will continue into Spring plus...

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly •apply spelling rules and guidance, as listed in English Appendix 1

Spelling

Adding 'er' to words ending in 'e' with a consonant before it.

Adding '-ing' to words of one syllable.

Adding '-ed' to words of one syllable.

The 'or' sound spelled 'a' before ll and ll.

The short vowel sound 'o.'

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Summer Term 1

Reading - Objectives for Autumn 1 and 2 will continue into Summer plus...

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Being introduced to non-fiction books that are structured in different ways

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done

Read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
Re-read these books to build up their fluency and confidence in word reading.

Writing - Objectives for Autumn 1 and 2 will continue into Summer plus...

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning to spell more words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly •apply spelling rules and guidance, as listed in English Appendix 1

Spelling

The /ee/ sound spelled '-ey'

Words with the spelling 'a' after w and qu

The /er/ and /or/ sound spelled with or or ar

The /z/ sound spelled s.

The suffixes '-ment' and '-ness'

The suffixes '-ful' and '-less'

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Summer Term 2

Reading - Objectives for Autumn 1 and 2 will continue into Summer plus...

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Being introduced to non-fiction books that are structured in different ways

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Checking that the text makes sense to them as they read and correcting inaccurate reading

Making inferences on the basis of what is being said and done
 Read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes
 Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
 Re-read these books to build up their fluency and confidence in word reading.

Writing - Objectives for Autumn 1 and 2 will continue into Summer plus...

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 Read aloud what they have written with appropriate intonation to make the meaning clear.
 Learning to spell more words with contracted forms
 Learning the possessive apostrophe (singular) [for example, the girl's book]
 Distinguishing between homophones and near-homophones
 Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly •apply spelling rules and guidance, as listed in English Appendix 1

Spelling

Homophones or near homophones.
 Words ending in '-tion.'
 Contractions
 The possessive apostrophe (singular)

Vocabulary, Grammar and Punctuation

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 Learn how to use:
 Sentences with different forms: statement, question, exclamation, command •expanded noun phrases to describe and specify [for example, the blue butterfly]
 The present and past tenses correctly and consistently including the progressive form •subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Year 3	National Curriculum targets
Autumn Term 1	<p><u>Reading – Aesop's Fables</u> Retell a fable orally. Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions within the book.</p>

Drawing inferences such as inferred characters' feelings, thoughts and motives from their actions and justifying them with evidence.
Predict what might happen from details stated and implied.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and record their ideas. Begin to organise their ideas into paragraphs.

Evaluate and edit by proofreading independently for spelling and punctuation errors.

Write an informal letter including the necessary features. E.g. informal language, paragraphs, friendly tone.

Write a formal persuasive letter using the necessary features. E.g. formal languages, persuasive devices (power of 3, rhetorical question, repetition)

Identifying the main ideas from a fable summarising these to retell a story from a different viewpoint using the necessary features of a narrative.

Spelling

The /ow/ sound spelled 'ou.' Found often in the middle of words.

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

Spelling Rule: The /i/ sound spelled with a 'y.'

Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'

Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.

Vocabulary, Grammar and Punctuation

To choose the accurate article (a/an) for given nouns.

To correct nouns to ensure there is verb agreement in sentences.

To change adjectives to the superlative adjective in sentences.

To accurately punctuate sentences ensuring they include suitable verbs.

To form plural and singular nouns when writing sentences.

To identify comparative and superlative adverbs within sentences.

Handwriting

To refine fine motor skills and ensure accurate pencil grip.

To practice handwriting patterns.

To revise initial letter formation and the unjoined script.

To practice the initial joins (in/ im/ un/ um/ an/ am/ en/ em)

Autumn Term 2

Reading – The Tunnel and Stone Age Boy

Identify themes and conventions within the book.

Predict what might happen from details stated and implied.

Discuss words and phrases that capture the reader's interest and imagination.

Listen to a wide range of poems including rhyming, haikus and narrative.

Read different narrative poems and identify the main features of a narrative poem.

Read lines aloud to practise tone and intonation.

Read books that are structured in different ways and reading for a range of purposes making comparisons within and across books.

Writing

Use description to develop characterisation progressively building a varied and rich vocabulary.

Use an increasing range of sentence structures.

Prepare poems a narrative poem about a character to read aloud and perform.

Composing and rehearsing sentences orally

Look at examples of discussions and reports in order to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Write a non-narrative report, using simple organisational devices (for example, headings and sub-headings).

Spelling

Words with the prefix 're-' 're-' means 'again' or 'back.'

The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.

The prefix 'mis-' This is another prefix with negative meanings.

Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.

Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.

Vocabulary, Grammar and Punctuation

To identify prepositions within sentences.

To match present simple and past simple verbs using them accurately in sentences.

To choose the comparative and superlative adjectives to complete sentences.

To accurately punctuate direct speech in sentences using synonyms for said.

To change nouns and proper nouns to pronouns within sentences.

To form comparative and superlative adverbs in sentences.

Handwriting

To practise the first joins (nd, ng, mp).

To practise joining to the letter e.

To practise joining to the letter s

To practise the second join (sk, sl, st, lk, nt, nk)

To begin practising the third join (f, r, v, w)

Spring Term 1

Reading – The Iron Man

Predict what will happen next in the story discussing and recording their ideas.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Read aloud and perform, showing understanding through intonation, tone, volume and action.

Distinguish between statements of fact and opinion in order to inform a discussion piece.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Express time, place and cause using conjunctions e.g. when, before, after, while, so, because

Evaluate and edit by proofreading independently for spelling and punctuation errors.

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Using a wide range of devices to build cohesion within and across paragraphs.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

Spelling

The long vowel /a/ sound spelled 'ai'

The long /a/ vowel sound spelled 'ei.'

The long /a/ vowel sound spelled 'ey.'

Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

Homophones – words which have the same pronunciation but different meanings and/or spellings.

Vocabulary, Grammar and Punctuation

To match cardinal and ordinal adjectives.

To change verbs from the past/present tense into the future tense with the words 'shall & will'.

To form change singular nouns ending in f and fe to plural nouns.

To identify common and abstract nouns within sentences.

To form adjectives from verbs and nouns.

To choose correct prepositions to complete sentences.

Handwriting

To practise the fourth join (rt, rk, rl)

To practise joining tricky letters (ss and ff)

To identify the break letters.

To draw commas of an accurate position, shape and size.

Spring Term 2

Reading – Cloud Tea Monkey

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discuss words and phrases that capture the reader's interest and imagination and give reasons why.

Recognise some different forms of poetry e.g. free verse and narrative poetry.

Read books that are structured in different ways and reading for a range of purposes.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure.
Discuss and then record ideas independently. Noting and developing initial ideas, drawing on reading and research about Tea and it's origins.
Retrieve and record information from non-fiction.
In non-narrative material, use simple organisational devices e.g. verses.
Evaluate and edit by reading aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

The /l/ sound spelled '-al' at the end of words.
The /l/ sound spelled '-le' at the end of words.
Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
Adding the suffix -ly. Words which do not follow the rules.

Vocabulary, Grammar and Punctuation

To add capital letters to proper nouns.
To punctuate various forms of direct speech in sentences.
To identify and use adjective phrases within sentences.
To add prefixes to make opposites.

Handwriting

To practise the join ee an ea.
To apply my knowledge of the first 3 joins.
To join my writing fluently and legibly, recognising break letters.

Summer Term 1**Reading – Greek Myths**

Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words.
Increase their familiarity with a wide range of books (myths and legends) and retell a Myth orally.
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence focusing on the story of Pandora's box.
Discuss words and phrases that capture the reader's interest and imagination.
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Draft and write by composing and rehearsing sentences orally progressively building a varied and rich vocabulary.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.

Proof read their work for errors, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

In narratives, creating settings, characters, and plot organising paragraphs around a theme.

Spelling

Words ending in '-er' when the root word ends in (t)ch.

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.

Words with the /s/ sound spelled 'sc' which is Latin in its origin.

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

Vocabulary, Grammar and Punctuation

To use and identify adverb phrases within sentences.

To use the suffixes er/ ing/ ed to convert sentences between the past and present tense.

To write present progressive tense sentences and past simple tense sentences from given verb family names.

To identify conjunctions within sentences.

Handwriting

To form question marks clearly and of an appropriate size.

To ensure writing is legible and that letters are gaining in consistency of size and formation.

Summer Term 2

Reading – A Roman Play

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Predicting what might happen from details stated and implied.

Identifying the main ideas drawn from more than one paragraph and summarising these.

Identify how language, structure and presentation contribute to meaning.

Writing

Discuss and record their ideas independently.

Organise paragraphs around a theme independently.

In non-narrative material, use simple organisational devices e.g. headings and subheadings.

Independently propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Evaluate and edit by reading aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

The suffix '-sion' pronounced /ʒən/

Revision of words learnt in Year 3.

Common exception words such as: arrive, centre, opposite, grammar, busy, actual, appear, early.

	<p><u>Vocabulary, Grammar and Punctuation</u></p> <p>To complete sentences with suitable conjunctions. To order paragraph openings by times. To identify the perfect tense in sentences and change sentences from the present simple to the perfect tense. To identify the main clause and subordinate clauses in sentences.</p> <p><u>Handwriting</u></p> <p>To ensure writing is legible and that letters are gaining in consistency of size and formation. To ensure capital letters are the correct size relative to lower case. To ensure that writing is spaced sufficiently so that ascenders and descenders do not meet.</p>
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Year 4	National Curriculum targets
Autumn Term 1	<p><u>Reading – Alice in Wonderland</u></p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words. Retell the story, giving details and descriptions of characters and settings. Discuss words and phrases that capture the reader’s interest and imagination. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of the text.</p> <p><u>Writing</u></p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Write for a variety of different purposes and audiences as part of their work across the curriculum. (Monologue, diary entry, letter, newspaper) Organise paragraphs around a theme, ensuring cohesion between paragraphs. 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. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements. Use a variety of sentence openers remembering to use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns</p> <p><u>Spelling</u></p> <p>Identifying homophones or near homophones. That have the same pronunciation but different spellings and/or meanings. The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’ Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’ The prefix ‘sub-’ which means under or below.</p>

The prefix 'inter-' means between, amongst or during.

Vocabulary, Grammar and Punctuation

To form verb tenses for given infinitives.

To identify sentences as past, present or future tense.

To identify main and subordinate clauses within sentences.

To form abstract nouns from verbs/adjectives and use them within a sentence.

To use speech marks accurately to punctuate direct speech.

Handwriting

To revise the unjoined script ensuring letters are formed of an appropriate height and size.

To revise the joins from letter *e*, *s* and *f*

To practise joining to consonants *ff*, *ll*, *ss*

Autumn Term 2

Reading – Catkin

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Identify themes and conventions within the book.

Drawing inferences such as inferred characters' feelings, thoughts and motives from their actions and justifying them with evidence.

Predicting what might happen next from details stated and implied.

Discuss words and phrases that capture the reader's interest and imagination

Identify how language, structure, and presentation contribute to meaning

Writing

Write for a variety of different purposes and audiences as part of their work across the curriculum. (Narrative, discussion, report writing, drama, recount)

Learn the conventions of different types of writing (for example, a diary written in the first person or the use of presentational devices such as numbering and headings or subheadings in reports).

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Evaluate and edit by reading their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Spelling

The suffix '-ation' is added to verbs to form nouns.

The suffix '-ation' is added to verbs to form nouns.

Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'

Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'

Word with the 'sh' sound spelled ch. These words are French in origin.

Vocabulary, Grammar and Punctuation

To add suffixes to given root words to complete sentences.
To form adjectives and abstract nouns by adding suffixes.
To identify and use adjectives and adverbs phrases in sentences.
To form plurals form nouns ending in the letter o.
To identify possessive pronouns in sentences.

Handwriting

To practice joining to consonants *scr, spl, spr, str*.
To practice joining with vowel diagraph.
To practice joining to and from *ch*.

Spring Term 1

Reading – Mufaro’s Beautiful Daughter

Identify main ideas drawn from more than one paragraph and summarise these.
Identify themes and conventions within the book.
Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence.
Identify how language, structure and presentation contribute to meaning.
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.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Discuss and record their ideas systematically.
Consistently organise paragraphs around a theme.
Regularly evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Evaluate and edit by proofreading for spelling and punctuation errors.

Spelling

Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’
Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for addingsuffixes beginning with vowel letters. Sometimes there is no obvious root word though.
The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept.
The ‘ee’ sound spelled with an ‘i.’
The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e.

Vocabulary, Grammar and Punctuation

	<p>To change sentences from present to perfect tense. To identify adverb pairs within sentences. To identify the subject and object within sentences. To identify and complete sentences with past perfect verbs. To complete sentences with possessive adjectives.</p> <p><u>Handwriting</u> To revise the unjoined script ensuring letters are formed of an appropriate height and size. To practice joining using conjunctions. To practise forming questions marks of an appropriate shape, size and proportion.</p>
<p>Spring Term 2</p>	<p><u>Reading - Bill's New Frock</u> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussion about the book, taking turns and listening to what others say. Drawing inferences such as inferred characters' feelings, thoughts and motives from their actions and justifying them with evidence. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In non-narrative material, use simple organisational devices e.g. headings and subheadings. Independently organise paragraphs around a theme. Independently evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u> Words including the 'au' digraph. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</p> <p><u>Vocabulary, Grammar and Punctuation</u> To identify direct and indirect speech in sentences. To change direct speech sentences into indirect speech and vice versa. To change sentences from the present tense to the past perfect tense. To identify adverb clauses and related verbs within sentences.</p>

Summer Term 1

To identify noun phrases within sentences and to write expanded noun phrases.

Handwriting

To practise writing in paragraphs, indenting and starting a new line to signal a new paragraph.

To practise forming punctuation of an accurate height, size and position. (' , . ! ?)

To practise writing at speed and maintaining quality.

Reading - Young Pele: Soccer's First Star by Lesa Cline-Ransome

Identify main ideas drawn from more than one paragraph and summarise these.

Discuss words and phrases that capture the reader's interest and imagination and explain why.

Retrieve and record information from non-fiction.

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Writing

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discuss and then record ideas independently.

In non-narrative material use simple organisational devices e.g. headings and subheadings.

Compose and rehearse ideas orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by proofreading for spelling and punctuation errors.

Spelling

Homophones – words which have the same pronunciation but different meanings and/or spellings.

The /s/ sound spelled c before 'i' and 'e'.

Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'

Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'

Prefixes – 'super-' 'anti' and 'auto.'

The prefix bi- meaning two.

Vocabulary, Grammar and Punctuation

To correct common mistakes within sentences.

To order paragraph openings by location.

To add negative words to sentences to give the opposite meaning.

To use clear and ambiguous pronouns in context (to rewrite sentences to clarify meaning).

To identify and use synonyms for the word went and said.

Handwriting

To develop an individual handwriting style.

To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)

	To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
Summer Term 2	<p><u>Reading – Butterfly Lion</u> Identify the theme and convention within the text. Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Predict what might happen in the text from details stated and implied. Recognise some different forms of poetry e.g. free verse and narrative poetry.</p> <p><u>Writing</u> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Independently organise paragraphs around a theme. In narratives create and describe setting, characters and plot. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><u>Spelling</u> Plural possessive apostrophes. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Spell words that are often misspelt Revise spelling patterns learnt in Year 4. Common exception words such as: arrive, centre, opposite, grammar, busy, actual, appear, early.</p> <p><u>Vocabulary, Grammar and Punctuation</u> To complete sentences with adverb clauses and rewrite the sentences so that the adverb clause comes first. To add apostrophes to form possessive nouns. To accurately punctuate split direct speech sentences. To identify possessive and plural nouns in sentences. To rewrite sentences so that the adverb phrases and clauses come at the beginning.</p> <p><u>Handwriting</u> To develop an individual handwriting style. To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.) To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>

Autumn Term 1

Reading – The Highway Man

Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words.

Read books that are structured in different ways and reading for a range of purposes.

Learn a wider range of poetry by heart.

Identifying how language, structure and presentation contribute to meaning.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Explain and discuss their understanding of what they have read, through the use of drama and hot seating of a character (Bess), maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Writing

Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Evaluate and edit by assessing the effectiveness of their own and others' writing.

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Use a wide range of devices to build cohesion within and across paragraphs.

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Spelling

Words ending in '-ious.'

Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'

Words ending in '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant.

Recognising that words ending in 'cial' often have a vowel right before the suffix is added.

Recognising that words ending in 'tial' often have a consonant right before the suffix is added.

Recognising exceptions to the rule.

Vocabulary, Grammar and Punctuation

To make singular nouns plural and write sentences to show noun-verb agreement.

To complete sentences with possessive pronouns and possessive adjectives.

To change tenses in sentences.

To complete and accurately punctuate sentences with direct speech.

To complete sentences with adverb clauses.

To rewrite sentences with frontal adverb clauses.

Handwriting

To revise the unjoined script ensuring letters are formed of an appropriate height and size.

Autumn Term 2

To revise the initial joins (am, ul, ow, rb) and the break letters.
To revise practise words with the gh join.

Reading – Dragon Rider

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Identify and discuss themes and conventions across the book, making comparisons within and across books.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.

Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Distinguish between statements of fact and opinion in order to inform a discussion.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, through a formal presentation and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Writing

Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

In writing narratives, consider how the author has developed characters and settings in what they have read, listened to or seen performed.

Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.

In narratives describe setting, character and atmosphere.

Evaluate and edit by ensuring that the consistent and correct tense is used throughout a piece of work.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Spelling

Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.

Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.

Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.

Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'

Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably

Vocabulary, Grammar and Punctuation

To rewrite given phrases using possessive nouns.

	<p>To convert direct speech into indirect speech and vice versa. To join given subjects and predicates to make sensible sentences. To complete sentences with the correct homophone.</p> <p><u>Handwriting</u> To practice writing words with the 'le' join. To practise joining double letters and the suffixes ing/ed (verbs) To practise joining conjunctions. To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)</p>
<p>Spring Term 1</p>	<p><u>Reading – Macbeth</u> Increase their familiarity with a wide range of books fiction from our literary heritage. Recommend books to their peers, giving reasons for their choices. Identify themes and conventions within the book. Drawing inferences such as inferred characters' feelings, thoughts and motives from their actions and justifying them with evidence. Making comparisons within and across texts. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><u>Writing</u> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Regularly evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u> Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled. Words with 'silent' letters at the start. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><u>Vocabulary, Grammar and Punctuation</u> To form verbs from nouns and adjectives to complete sentences.</p>

	<p>To identify synonyms in order to rewrite sentences using more interesting adjectives. To complete sentences using relative pronouns beginning with <i>whose</i> and <i>whom</i>. To identify and use pairs of homonyms as different parts of speech in sentences. To write contractions and possessive nouns.</p> <p><u>Handwriting</u> To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.) To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. To practise writing in paragraphs, indenting and starting a new line to signal a new paragraph. To practise forming punctuation of an accurate height, size and position. (' , . ! ?) To practise writing at speed and maintaining quality.</p>
<p>Spring Term 2</p>	<p><u>Reading – Journey to Jo’Burg</u> Increasing their familiarity with a wide range of books, including modern fiction. Identify themes and conventions within the book. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. Provide reasoned justifications for their views. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. Recognise themes in what they read, such as loss or heroism. Compare characters, considering different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p><u>Writing</u> In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly. Independently evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><u>Spelling</u> Words spelled with ‘ie’ after c. Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. Words containing the letter string ‘ough’ where the sound is /aw/. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. Adverbs of possibility. These words show the possibility that something has of occurring.</p> <p><u>Vocabulary, Grammar and Punctuation</u> To identify the subject and predicate within a sentence.</p>

	<p>To join pairs of sentences using pronouns. To use pronouns for clarity and to avoid repetition. To identify auxiliary verbs within sentences.</p> <p><u>Handwriting</u></p> <p>To practise writing a topic report using the appropriate letter formation (for subheadings, diagrams etc) To practise setting out a formal letter. To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.) To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>
<p>Summer Term 1</p>	<p><u>Reading – There’s a Boy in the Girl’s Bathroom</u></p> <p>Drawing inferences such as inferred characters’ feelings, thoughts and motives from their actions and justifying them with evidence. Making comparisons within and across books. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.</p> <p><u>Writing</u></p> <p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Precising longer passages (give a concise summary). Use further organisational devices to guide the reader e.g. headings, bullet points and underlining. Evaluate and edit by proofreading for spelling and punctuation errors.</p> <p><u>Spelling</u></p> <p>Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Recognise and use spellings for homophones and other often-confused words.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>To explain the various uses of commas within sentences. To identify adverbs, adverb phrases and adverb clauses within extended writing. To complete descriptive writing using given adverbs and adverbial phrases. To accurately add prefixes to verbs. To complete sentences with given sequence adverbs.</p> <p><u>Handwriting</u></p> <p>To practise writing in print considering when this would be necessary.</p>

	<p>To practise the joins for words ending in s.</p> <p>To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)</p> <p>To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>
<p>Summer Term 2</p>	<p><u>Reading - Journey to the River Sea</u></p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing</u></p> <p>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>In narratives describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p> <p><u>Spelling</u></p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>Common exception words for Year 5 such as: awkward, existence, occupy, relevant, variety, twelfth, language.</p> <p>Revision of spelling patterns learnt in Year 5.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>To complete sentences with can and may; must and might; could, would and should.</p> <p>To identify modal verbs in sentences.</p> <p>To identify the parts of sentences (main clauses, adverb and relative clauses)</p> <p>To use commas to avoid ambiguity.</p> <p>To add punctuation for parenthesis in sentences (commas, brackets and dashes).</p> <p>To improve sentences by rewriting simple sentences with interesting vocabulary.</p> <p><u>Handwriting</u></p> <p>To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)</p> <p>To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>

Autumn Term 1

Reading – Kensuke’s Kingdom

Maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Identify and discuss themes and conventions in and across a wide range of writing

Apply their knowledge of root words, prefixes and suffixes to read aloud and understand new words.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Ask questions to improve their understanding.

Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Writing

Plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Plan their writing by considering how authors have developed characters and settings in what pupils have read.

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Draft and write by précising longer passages.

Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by assessing the effectiveness of their own and others’ writing.

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Also use a thesaurus.

Spelling

Revision of the spelling patterns taught in Year 3, 4 and 5.

Common exception words for Year 5 and Year 6 such as: awkward, existence, occupy, relevant, variety, twelfth, language.

Vocabulary, Grammar and Punctuation

To use passive verbs to affect the presentation of information in a sentence.

To use expanded noun phrases to convey complicated information concisely.

To use modal verbs or adverbs to indicate degrees of possibility.

To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.

To use brackets, dashes or commas to indicate parenthesis.

To identify the subject, object and predicates within given sentences.

To complete sentences with the correct homophones and homonyms.

To complete sentences with relative pronouns.

Handwriting

To revise the unjoined script ensuring letters are formed of an appropriate height and size.

To revise the initial joins (am, ul, ow, rb) and the break letters.

	<p>To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.) To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>
<p>Autumn Term 2</p>	<p><u>Reading - Refugee Boy by Benjamin Zephaniah</u> Learn a wide range of poetry by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p><u>Writing</u> Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Ensure correct subject/verb agreement when using singular and plural.</p> <p><u>Spelling</u> Spelling Rules: Words with the short vowel sound /i/ spelled y Spelling Rules: Words with the long vowel sound /i/ spelled with a y. Spelling Rules: Adding the prefix '-over' to verbs.</p> <p><u>Vocabulary, Grammar and Punctuation</u> To identify modal verbs within sentences. To complete sentences with may-can; might-must; could-would-should. To identify relative clauses and associated nouns within sentences. To change sentences into a variety of other tenses. To join pairs of sentences with co-ordinating conjunctions. To correct mistakes in sentences using <i>all together – altogether; lie – lay; past - passed.</i></p> <p><u>Handwriting</u> To develop an individual handwriting style. To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.) To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>
<p>Spring Term 1</p>	<p><u>Reading - Silver Sword by Ian Serrailier</u> Recommend books to their peers, giving reasons for their choices. Identify themes and conventions within the book.</p>

Drawing inferences such as inferred characters' feelings, thoughts and motives from their actions and justifying them with evidence.
Making comparisons within and across books.
Predicting what might happen from details stated and implied.
Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Writing

Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Noting and developing initial ideas, drawing on reading and research where necessary.
When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.
Evaluate and edit by proofreading for spelling and punctuation errors.

Spelling

Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
Spelling Rules: Words which can be nouns and verbs.
Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
Spelling Rules: Words with a 'soft c' spelled /ce/.
Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite

Vocabulary, Grammar and Punctuation

To join pairs of sentences with subordinating conjunctions.
To expand simple sentences replacing overused words to improve cohesion.
To identify and expand noun phrases with infinitives.
To answer questions about the structure of extended writing.
To correct mistakes in sentences involving the words *who* or *whose*.

Handwriting

To practice keeping letters in correct proportion
To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)
To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Spring Term 2

Reading – Romeo and Juliet

Identify themes and conventions within the book.
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.
Identify how language, structure and presentation contribute to meaning.

Writing

Note and develop initial ideas, drawing on reading and research where necessary.

Use devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly.

Precise longer passages (summarise)

Use further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining.

Consistently use the correct tense throughout a piece of writing.

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Spelling

Spelling Rules: Words with the /f/ sound spelled ph.

Spelling Rules: Words with origins in other countries

Spelling Rules: Words with unstressed vowel sounds.

Spelling Rules: Words with endings /shuhl/ after a vowel letter.

Spelling Rules: Words with endings /shuhl/ after a consonant letter.

Spelling Rules: Words with the common letter string 'acc' at the beginning of words.

Vocabulary, Grammar and Punctuation

To add hyphens where appropriate.

To complete and accurately punctuate direct speech sentences,

To change sentences from active to passive voice and vice versa.

To identify how Non-Standard English sentences would be written in Standard English.

To identify and complete sentences with conditional clauses.

Handwriting

To practice forming and joining descenders.

To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)

To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Summer Term 1

Reading - Wolf Brother

Identify and discuss themes and conventions in and across a wide range of writing.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Provide reasoned justifications for their views.

Writing

Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Precising longer passages (give a concise summary)

Use a wide range of devices to build cohesion across paragraphs e.g. adverbials such as on the other hand, in contrast, or as a consequence.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Spelling

Spelling Rules: Words ending in '-ably.'

Spelling Rules: Words ending in '-ible'

Spelling Rules: Adding the suffix '-ibly' to create an adverb.

Spelling Rules: Changing '-ent' to '-ence.'

Spelling Rules: -er, -or, -ar at the end of words.

Spelling Rules: Adverbs synonymous with determination.

Vocabulary, Grammar and Punctuation

To explain the use of a semicolon and colon in sentences and be able to use them accurately.

To write a discursive piece on choice of subject.

To write active and passive sentences from given pairs of subjects and objects.

To change Non-Standard English sentences to Standard English sentences.

Handwriting

To practise fluency, speed and legibility.

To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)

To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Summer Term 2

Reading - Art That Changed the World

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Ask questions to improve their understanding.

Writing

Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Noting and developing initial ideas, drawing on reading and research where necessary.

Use further organisational and presentational devices to structure text and guide the reader e.g. headings, subheadings, columns, tables, bullets and underlining.

Propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning.

Spelling

Spelling Rules: Adjectives to describe settings

Spelling Rules: Vocabulary to describe feelings.

Spelling Rules: Adjectives to describe character.

To accurately spell Grammar Vocabulary.

To accurately spell Mathematical Vocabulary.

Vocabulary, Grammar and Punctuation

To write hyphenated words with given prefixes and use them within a sentence.

To write sentences with *re* words unhyphenated and hyphenated.

To complete sentences with a given type of clause (adverb, relative, and conditional)

To identify subjunctive verbs in sentences.

To rewrite active sentences as passive sentences.

To change informal sentences to formal sentences.

Handwriting

To ensure writing is legible and becoming increasingly fluent. (Showing increasing ability to maintain quality at speed.)

To ensure the correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.