



**Working together to be the best we can be**

| <b><u>READING</u></b>  |  |
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| <b>Decoding/ Fluency / Word Reading</b>  | Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed.  |
| <b>Tricky/ Common Exception / High Frequency Words</b>   | <i>accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i> |
| <b>Range and familiarity of reading</b> - Children should be taught to:<br>develop pleasure in reading, motivation to read, vocabulary and understanding | Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. They should read books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally. They are beginning to identify themes and conventions in a wide range of books. They can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. They can discuss words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry (e.e free verse, narrative poetry).   |
| <b>Vocabulary</b>  | Children begin to find the meaning of new words using substitution within a sentence. They can use dictionaries to check the meanings of words they are unfamiliar with. They are able to use their growing vocabulary to suggest synonyms.  |
| <b>Inference</b>   | Children can infer characters’ feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text.  |
| <b>Prediction</b>  | Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.  |
| <b>Explain</b>   | Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose.   |
| <b>Retrieval</b>   | Children use the skill of ‘skim and scan’ to retrieve details quickly. Children begin to use quotations from the text.   |
| <b>Sequence/ Summarise</b>   | Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.   |
| <b>Questioning</b>   | Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of ‘story themes’ - Love, friendship, revenge, learn a lesson, good vs evil etc.  |

## SPEAKING AND LISTENING

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| <b>Listening</b>                                | To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.  |
| <b>Following Instructions</b>                   | To follow instructions in a range of unfamiliar situations.<br>To recognise when it is needed and ask for specific additional information to clarify instructions.  |
| <b>Asking and Answering Questions</b>           | To ask questions that relate to what has been heard or what was presented to them.<br>To begin to offer support for their answers to questions with justifiable reasoning.  |
| <b>Drama, Performance and Confidence</b>        | To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.<br>To speak regularly in front of large and small audiences.<br>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. |
| <b>Vocabulary Building and Standard English</b> | To use vocabulary that is appropriate to the topic and/or the audience.<br>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.<br>To discuss topics that are unfamiliar to their own direct experience.                 |
| <b>Speaking for a Range of Purposes</b>         | To organise what they want to say so that it has a clear purpose.<br>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.   |
| <b>Participating in Discussions</b>             | To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.<br>To take account of the viewpoints of others when participating in discussions.  |

## WRITING

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| <b>Phonic and Whole Word Spelling</b>     | Children can spell further homophones.<br>They spell words that are often misspelt (English Appendix 1).   |
| <b>Other Whole Word Building Spelling</b> | The children can use further prefixes and suffixes and understand how to add them.<br>They can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].<br>They use the first two or three letters of a word to check its spelling in a dictionary.  |
| <b>Transcription</b>                      | Children can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  |
| <b>Handwriting</b>                        | Children use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.<br>They increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. |
| <b>Contexts for Writing</b>               | The children can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.   |
| <b>Planning Writing</b>                   | Children can discuss and record their ideas.<br>They compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.   |
| <b>Drafting Writing</b>                   | Children can begin to organise paragraphs around a theme in narratives, creating settings, characters and plot.<br>In non-narrative material, they are beginning to use simple organisational devices (for examples headings and subheadings).   |
| <b>Editing Writing</b>                    | The children assess the effectiveness of their own and others' writing and suggest improvements.<br>They propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.<br>They proof-read for spelling and punctuation errors.  |

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| <b>Purposes to Cover</b>       | Writing to Entertain:<br>* Narrative<br>* Description<br>* Poetry<br>Writing to Inform:<br>* Recount<br>* Letter<br>* Explanation<br>* Newspaper<br>Writing to Persuade:<br>* Advert<br>* Letter<br>* Campaign  |
| <b>Performing Writing</b>      | The children can read 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.  |
| <b>Vocabulary</b>              | The children can extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.<br>They can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.<br>They can use conjunctions, adverbs and prepositions to express time and cause (and place). |
| <b>Grammar</b>                 | Children can use the present perfect form of verbs in contrast to the past tense.<br>They can form nouns using prefixes (super-, anti).<br>They can use the correct form of 'a' or 'an'.<br>They can use words families based on common words (solve, solution, dissolve, insoluble).   |
| <b>Punctuation</b>             | Children can use and punctuate direct speech (i.e. inverted commas).  |
| <b>Grammatical Terminology</b> | adverb, preposition, conjunction, word family, prefix, clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')   |