



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

<b><u>READING</u></b>	
<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: 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 find the meaning of new words using the context of the sentence. They also link new words to other words they already know. They can use dictionaries to check the meanings of words they are unfamiliar with.
<b>Inference</b>	Children can infer characters’ feelings, thoughts and motives from their stated actions. They are beginning to understand the author’s use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text.
<b>Prediction</b>	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.
<b>Explain</b>	Children are beginning to recognise how the author’s use of language affects the reader's understanding of character, setting, and mood. They can identify changes in mood across a text. Children can recognise structure and purpose and explain why a text is arranged in a particular way.
<b>Retrieval</b>	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.
<b>Sequence/ Summarise</b>	Children are able to write a brief summary of main points, identifying and using important information.
<b>Questioning</b>	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes - Courage, overcoming obstacles etc.

## SPEAKING AND LISTENING

<b>Listening</b>	To listen carefully in a range of different contexts and respond appropriately to both adults and their peers.
<b>Following Instructions</b>	To follow complex directions/multi-step instructions without the need for repetition.
<b>Asking and Answering Questions</b>	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
<b>Drama, Performance and Confidence</b>	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.
<b>Vocabulary Building and Standard English</b>	To regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
<b>Speaking for a Range of Purposes</b>	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
<b>Participating in Discussions</b>	To engage in discussions, make relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.

## WRITING

<b>Phonic and Whole Word Spelling</b>	The children can apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings) with increasing confidence.
<b>Other Word Building Spelling</b>	The children can use further prefixes and suffixes and understand how to add them. 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]. 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 a neat, joined handwriting style.
<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. They can write a range of narratives that are well-structured and well-paced. They write a range of non-fiction texts that are well-structured with appropriate layout devices.
<b>Planning Writing</b>	Children can discuss and record their ideas. 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 organise paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative material, they 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. They propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. They proof-read for spelling and punctuation errors.

<b>Purposes to Cover</b>	Writing to Entertain: * Narrative * Description * Poetry Writing to Inform: * Recount * Letter * Explanation * Newspaper Writing to Persuade: * Advert * Letter * 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. They can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
<b>Grammar</b>	Children can use fronted adverbials.
<b>Punctuation</b>	Children can use commas after fronted adverbials. They indicate possession by using the possessive apostrophe with plural nouns. They use and punctuate direct speech (including punctuation within and surrounding inverted commas).
<b>Grammatical Terminology</b>	determiner, pronoun, possessive pronoun, adverbial