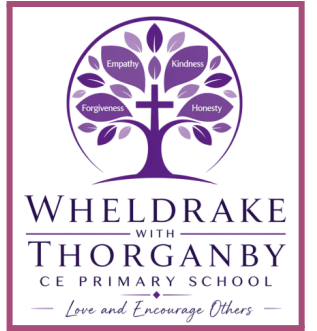




Love and encourage each other.

At Wheldrake, our vision is to nurture a community where we love and encourage each other as we would ourselves, leading to a safe and inspiring environment where every person can thrive academically, socially, and spiritually. This is rooted theologically in the teachings of Jesus and first Christian leaders in the New Testament:

‘Love your neighbour as yourselves.’ Matthew 22:39 ‘Let us encourage one another.’ Hebrews 10:25

<u>READING</u>	
Decoding/ Fluency / Word Reading	Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). They can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
Tricky/ Common Exception / High Frequency Words	<i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise,), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>
Range and familiarity of reading - Children should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding	Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Children should read books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books. Children are increasing their familiarity with a wide range of books, including myths and legends, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They should learn a wider range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. They are able to identify and discuss themes and conventions in and across a wide range of writing.
Vocabulary	Children ‘read around the word’ and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.
Inference	Children can infer characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.
Prediction	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.
Explain	Children can explain how content is related and contributes to the meaning as a whole. They are able to describe how the author’s use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author’s choice of vocabulary and explain how it enhances meaning. Children are able to explain how the themes and patterns develop across a text. They can explain how information links and contributes to the overall experience of reading a text.
Retrieval	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.
Sequence/ Summarise	Children begin to make connections between information across the text and include this information in their written summaries.

Questioning	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.
<u>SPEAKING AND LISTENING</u>	
Listening	To listen carefully, making timely contributions and asking questions that are responsive to others’ ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.
Following Instructions	To follow complex directions/multi-step instructions without the need for repetition.
Asking and Answering Questions	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.
Drama, Performance and Confidence	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.
Vocabulary Building and Standard English	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.
Speaking for a Range of Purposes	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate
Participating in Discussions	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
<u>WRITING</u>	
Phonic and Whole Word Spelling	The children can spell some words with ‘silent’ letters, e.g. knight, psalm, solemn. They continue to distinguish between homophones and other words which are often confused. They can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Other Word Building Spelling	The children can use further prefixes and suffixes and understand the guidance for adding them. They use dictionaries to check the spelling and meaning of words. They can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Handwriting	Children write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. They can choose the writing implement that is best suited for a task.
Contexts for Writing	The children can write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. In writing narratives, they consider how authors have developed characters and settings in what they have read, listened to or seen performed.
Planning Writing	Children note and develop initial ideas, drawing on reading and research where necessary.
Drafting Writing	Children can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, they describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. They can use a wide range of devices to build cohesion within and across paragraphs. They can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Editing Writing	The children assess the effectiveness of their own and others’ writing. They propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

	They ensure the consistent and correct use of tense throughout a piece of writing. They ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. They can begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. They proof-read for spelling and punctuation errors.
Purposes to Cover	Writing to Entertain: * Narrative * Description * Poetry Writing to Inform: * Reports * Biography * Essay * Newspaper Writing to Persuade: * Advertising * Speech * Campaign Writing to Discuss: * Argument * Newspaper * Review
Performing Writing	The children can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Children can use a thesaurus. They can use expanded noun phrases to convey complicated information concisely. They can use modal verbs or adverbs to indicate degrees of possibility.
Grammar	The children can use the perfect form of verbs to mark relationships of time and cause. They can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. They can convert nouns or adjectives into verbs. They can use verb prefixes. They can include devices to build cohesion, including adverbials of time, place and number.
Punctuation	Children use commas to clarify meaning or avoid ambiguity in writing. They use brackets, dashes or commas to indicate parenthesis.
Grammatical Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity