

	PRE-PRIMARY	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>READING</b>	<p><b>Develop broad reading skills</b></p> <p>Hear, read and write initial letter sounds</p> <p>Know the name of and most common sound associated with every letter in the English alphabet</p> <p>Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'</p> <p>Use knowledge of sounds to read and write single syllable words with short vowels</p> <p>Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. <i>b-l, n-d</i></p> <p>Use phonic knowledge to read decodable words and</p>	<p><b>Develop broad reading skills</b></p> <p>Learn the different ways in which vowels can be pronounced, e.g. <i>how, low, apple, apron</i></p> <p>Use phonics as the main method of tackling unfamiliar words</p> <p>Identify syllables and split familiar compound words into parts</p> <p>Extend the range of common words recognised on sight</p> <p>Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided</p>	<p><b>Develop broad reading skills*</b></p> <p>Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context</p> <p>Read a range of story, poetry and information books and begin to make links between them</p> <p>Read and comment on different books by the same author</p> <p>Practise learning and reciting poems</p> <p>Read aloud with expression to engage the listener</p> <p>Sustain the reading of 48–64 page books, noting how a</p>	<p><b>Develop broad reading skills*</b></p> <p>Extend the range of reading</p> <p>Explore the different processes of reading silently and reading aloud</p> <p>Read further stories or poems by a favourite writer, and compare them</p> <p>Use knowledge of punctuation and grammar to read with fluency, understanding and expression</p> <p>Identify all the punctuation marks and respond to them when reading</p> <p>Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words</p>	<p><b>Develop broad reading skills*</b></p> <p>Skim read to gain an overall sense of a text and scan for specific information</p> <p>Compare and evaluate the print and film versions of a novel or play</p> <p>Compare dialogue and dramatic conventions in film narrative</p> <p>Read and perform narrative poems</p> <p>Read poems by significant poets and compare style, forms and themes</p> <p>Investigate the origin and appropriate use of idiomatic phrases</p>	<p><b>Develop broad reading skills*</b></p> <p>Articulate personal responses to reading, with close reference to the text</p> <p>Understand different word classes</p> <p>Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text</p> <p><b>Demonstrate understanding of explicit meaning in texts</b></p> <p>Distinguish between fact and opinion in a range of texts and other media</p> <p>Paraphrase explicit meanings based on information from more than one point in the text</p> <p><b>Demonstrate</b></p>

	<p>to attempt to sound out some elements of unfamiliar words</p> <p>Demonstrate an understanding that one spoken word corresponds with one written word</p> <p>Join in with reading familiar, simple stories and poems</p> <p>Know that, in English, print is read from left to right and top to bottom</p> <p>Read a range of common words on sight</p> <p>Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided</p> <p>Make links to own experiences</p> <p>Retell stories, with some appropriate use of story language</p>	<p>Read aloud with increased accuracy, fluency and expression</p> <p>Begin to read with fluency and expression, taking some notice of punctuation, including speech marks</p> <p>Explore a variety of non-fiction texts on screen</p> <p>Locate words by initial letter in simple dictionaries, glossaries and indexes</p> <p>Discuss the meaning of unfamiliar words encountered in reading</p> <p><b>Demonstrate understanding of explicit meaning in texts</b></p> <p>Read and respond to question words, e.g. <i>what, where, when, who, why</i></p>	<p>text is organised into sections or chapters</p> <p>Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression</p> <p>Locate information in a non-fiction text using a contents page and index</p> <p>Use IT sources to locate simple information</p> <p>Read and follow instructions to carry out an activity</p> <p>Locate books by classification</p> <p>Read playscripts and dialogue, with awareness of different voices</p> <p><b>Demonstrate understanding of explicit meaning in texts</b></p>	<p>Read and perform playscripts, exploring how scenes are built up</p> <p>Express a personal response to a text, and link characters and settings to personal experience</p> <p><b>Demonstrate understanding of explicit meaning in texts</b></p> <p>Retell or paraphrase events from the text in response to questions</p> <p>Note key words and phrases to identify the main points in a passage</p> <p>Distinguish between fact and opinion in print and IT sources</p> <p>Explore explicit meanings in a text</p> <p><b>Demonstrate understanding of implicit meaning in texts</b></p>	<p><b>Demonstrate understanding of explicit meaning in texts</b></p> <p>Look for information in non-fiction texts to build on what is already known</p> <p>Extract key points and group and link ideas</p> <p>Locate information confidently and efficiently from different sources</p> <p><b>Demonstrate understanding of implicit meaning in texts</b></p> <p>Provide accurate textual reference from more than one point in a story to support answers to questions</p> <p>Identify the point of view from which a story is told</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p>	<p><b>understanding of implicit meaning in texts</b></p> <p>Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented</p> <p>Look for implicit meanings, and make plausible inferences from more than one point in the text</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p> <p>Comment on a writer's use of language, demonstrating awareness of its impact on the reader</p> <p>Explore proverbs, sayings and figurative expressions</p> <p>Analyse the success of writing in evoking particular moods, e.g. suspense</p>
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	<p>Learn and recite simple poems</p> <p>Join in and extend rhymes and refrains, playing with language patterns</p> <p>Read aloud independently from simple books</p> <p>Pause at full stops when reading</p> <p>Identify sentences in a text</p> <p><b>Demonstrate understanding of explicit meaning in texts</b></p> <p>Read labels, lists and captions to find information</p> <p><b>Demonstrate understanding of implicit meaning in texts</b></p> <p>Anticipate what happens next in a story</p> <p>Talk about events in a story and make simple inferences</p>	<p>Read and follow simple instructions, e.g. in a recipe</p> <p>Find answers to questions by reading a section of text</p> <p>Find factual information from different formats, e.g. charts, labelled diagrams</p> <p><b>Demonstrate understanding of implicit meaning in texts</b></p> <p>Predict story endings</p> <p>Identify and describe story settings and characters, recognising that they may be from different times and places</p> <p>Make simple inferences from the words on the page, e.g. about feelings</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p>	<p>Answer questions with some reference to single points in a text</p> <p>Scan a passage to find specific information and answer questions</p> <p>Identify the main points or gist of a text</p> <p><b>Demonstrate understanding of implicit meaning in texts</b></p> <p>Begin to infer meanings beyond the literal, e.g. about motives and character</p> <p>Infer the meaning of unknown words from their context</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p> <p>Consider how choice of words can heighten meaning</p>	<p>Investigate how settings and characters are built up from details and identify key words and phrases</p> <p>Explore implicit meanings in a text</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p> <p>Recognise meaning in figurative language</p> <p>Understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i></p> <p>Understand how expressive and descriptive language creates mood</p> <p>Identify adverbs and their impact on meaning</p>	<p>Comment on a writer's use of language and explain reasons for the writer's choices</p> <p>Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal</p> <p>Discuss metaphorical expressions and figures of speech</p> <p>Understand clauses within sentences and how they are connected</p> <p>Compare the structure of different stories</p> <p>Understand the difference between direct and reported speech</p> <p>Learn how dialogue is set out and punctuated</p>	<p>Begin to show awareness of the impact of a writer's choices of sentence length and structure</p> <p>Understand the use of conditionals, e.g. to express possibility</p> <p>Discuss and express preferences in terms of language, style and themes</p> <p>Understand aspects of narrative structure, e.g. the handling of time</p> <p>Analyse how paragraphs and chapters are structured and linked</p> <p>Read and interpret poems in which meanings are implied or multi-layered</p> <p>Explore the how poets manipulate and play with words and their sounds</p>
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<p>about characters and events to show understanding .</p> <p><b>Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts</b></p> <p>Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language</p> <p>Recognise story elements, e.g. beginning, middle and end</p> <p><b>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</b></p> <p>Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams</p> <p>Know the parts of a book, e.g. title page, contents</p>	<p>Comment on some vocabulary choices, e.g. adjectives</p> <p>Talk about what happens at the beginning, in the middle or at the end of a story</p> <p>Read poems and comment on words and sounds, rhyme and rhythm</p> <p><b>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</b></p> <p>Show some awareness that texts have different purposes</p> <p>Identify general features of known text types</p>	<p>Consider words that make an impact, e.g. adjectives and powerful verbs</p> <p>Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points</p> <p><b>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</b></p> <p>Identify the main purpose of a text</p> <p>Understand and use the terms 'fact', 'fiction' and 'non-fiction'</p> <p>Identify different types of stories and typical story themes</p>	<p>Understand the use of connectives to structure an argument, e.g. <i>if, although</i></p> <p>Understand how points are ordered to make a coherent argument</p> <p>Understand the main stages in a story from introduction to resolution</p> <p>Explore narrative order and the focus on significant events</p> <p>Understand how paragraphs and chapters are used to organise ideas</p> <p>Compare and contrast poems and investigate poetic features</p> <p><b>4</b>Investigate the grammar of different sentences: statements, questions and orders</p> <p><b>Recognise conventions and evaluate viewpoint,</b></p>	<p>Identify unfamiliar words, explore definitions and use new words in context</p> <p>Understand the use of impersonal style in explanatory texts</p> <p>Understand conventions of standard English, e.g. agreement of verbs</p> <p><b>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</b></p> <p>Read and evaluate non-fiction texts for purpose, style, clarity and organisation</p> <p>Explore the features of texts which are about events and experiences, e.g. diaries</p> <p>Compare writing that informs and persuades</p>	<p>Explore the use of active and passive verbs within a sentence</p> <p>Understand changes over time in words and expressions and their use</p> <p>Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets</p> <p><b>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</b></p> <p><b>6Rv1</b> Recognise key characteristics of a range of non-fiction text types</p> <p>Understand the conventions of standard English usage in different forms of writing</p> <p>Understand language conventions and grammatical features of different types of text</p>
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<b>WRITING</b>	<p><b>Develop broad writing skills</b></p> <p>Develop a comfortable and efficient pencil grip</p> <p>Form letters correctly</p> <p>Know that a capital letter is used for <i>I</i>, for proper nouns</p>	<p><b>Develop broad writing skills</b></p> <p>Form letters correctly and consistently</p> <p>Practise handwriting patterns and the joining of letters</p>	<p><b>Develop broad writing skills*</b></p> <p>Ensure consistency in the size and proportion of letters and the spacing of words</p>	<p><b>Develop broad writing skills*</b></p> <p>Identify syllabic patterns in multisyllabic words</p> <p>Explore the layout and presentation of writing, in</p>	<p><b>Develop broad writing skills*</b></p> <p>Recognise a range of less common letter strings in words which may be pronounced differently</p>	<p><b>Develop broad writing skills*</b></p> <p>Continue to learn words, apply patterns and improve accuracy in spelling</p> <p>Use handwriting and IT effectively, making appropriate choices of</p>



	<p>and for the start of a sentence</p> <p>Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory</p> <p>Read own writing aloud and talk about it</p> <p>Develop strategies to build vocabulary</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p> <p>Write simple storybooks with sentences to caption pictures</p> <p>Use relevant vocabulary</p> <p>Record answers to questions, e.g. as lists, charts</p>	<p>Begin to re-read own writing aloud to check for sense and accuracy</p> <p>Use simple non-fiction texts as a model for writing</p> <p>Use the structures of familiar poems and stories in developing own writing</p> <p>Plan writing through discussion or by speaking aloud</p> <p>Make simple notes from a selection of non-fiction texts, e.g. listing key words</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p> <p>Develop stories with a setting, characters and a sequence of events</p> <p>Choose interesting words and phrases, e.g. in</p>	<p>Practise joining letters in handwriting</p> <p>Build up handwriting speed, fluency and legibility</p> <p>Use IT to write, edit and present work</p> <p>Identify misspelt words in own writing and keep individual spelling logs</p> <p>Use reading as a model for writing dialogue</p> <p>Write simple sentences, dictated by the teacher, from memory</p> <p>Write simple playscripts based on reading.</p> <p>Use a dictionary or electronic means to find the spelling and meaning of words</p> <p>Make a record of information drawn from a</p>	<p>the context of helping it to fit its purpose</p> <p>Use joined-up handwriting in all writing</p> <p>Look for alternatives for overused words and expressions</p> <p>Make short notes from a text and use these to aid writing</p> <p>Collect and present information from non-fiction texts</p> <p>Re-read own writing aloud to check punctuation and grammatical sense</p> <p>Write sentences, dictated by the teacher, from memory</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p>	<p>Evaluate own and others' writing</p> <p>Use dictionaries efficiently and carry out IT spell checks</p> <p>Make notes for different purposes, using simple abbreviations and writing 'in your own words'</p> <p>Practise fast, fluent and legible handwriting styles for different purposes</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p> <p>Use imagery and figurative language to evoke imaginative response</p> <p>Maintain a consistent viewpoint when writing</p> <p>Use a more specialised vocabulary to match the topic</p>	<p>presentation, to prepare writing for publication</p> <p>Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p> <p>Establish and maintain a clear viewpoint, with some elaboration of personal voice</p> <p>Develop some imaginative detail through careful use of vocabulary and style</p> <p>Explore definitions and shades of meaning and use new words in context</p> <p>Use the styles and conventions of journalism to write reports on events</p>
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<p>Begin to use some formulaic language, e.g. <i>Once upon a time</i></p> <p>Write for a purpose using some basic features of text type.</p> <p>Write simple information texts with labels, captions, lists, questions and instructions for a purpose</p> <p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Write a sequence of sentences retelling a familiar story or recounting an experience</p> <p><b>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects</b></p> <p>Mark some sentence endings with a full stop</p>	<p>describing people and places</p> <p>Build and use collections of interesting and significant words</p> <p>Begin to use dialogue in stories</p> <p>Use features of chosen text type</p> <p>Write instructions and recount events and experiences</p> <p>Write simple evaluations of books read</p> <p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Structure a story with a beginning, middle and end</p> <p>Use the language of time, e.g. <i>suddenly, after that</i></p>	<p>text, e.g. by completing a chart</p> <p><b>Select and develop content and use register and language appropriate to genre, purpose and audience</b></p> <p>Develop descriptions of settings in stories</p> <p>Write portraits of characters</p> <p>Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p>Explore vocabulary for introducing and concluding dialogue, e.g. <i>said, asked</i></p> <p>Generate synonyms for high frequency words, e.g. <i>big, little, good</i></p> <p>Establish purpose for writing, using features and style based on model texts</p>	<p>Write character profiles, using detail to capture the reader's imagination</p> <p>Adopt a viewpoint as a writer, expressing opinions about characters or places</p> <p>Choose and compare words to strengthen the impact of writing, including some powerful verbs</p> <p>Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i></p> <p>Explore degrees of intensity in adjectives, e.g. <i>cold, tepid, warm, hot</i></p> <p>Elaborate on basic information with some detail</p> <p>Write newspaper-style reports, instructions and non-chronological reports</p> <p>Show awareness of the reader by adopting an</p>	<p>Choose words and phrases carefully to convey feeling and atmosphere</p> <p>Collect synonyms and opposites and investigate shades of meaning</p> <p>Use a thesaurus to extend vocabulary and choice of words</p> <p>Write non-chronological reports and explanations</p> <p>Write new scenes or characters into a story, or write from another viewpoint</p> <p>Draft and write letters for real purposes</p> <p>Write own versions of legends, myths and fables, using structures from reading</p> <p>Write a playscript, including production notes to guide performance</p>	<p>Write a balanced report of a controversial issue</p> <p>Develop skills of writing biography and autobiography</p> <p>Adapt the conventions of a text type for a particular purpose</p> <p>Select appropriate non-fiction style and form to suit specific purposes</p> <p>Write non-chronological reports linked to work in other subjects</p> <p>Summarise a passage, chapter or text in a given number of words</p> <p>Argue a case in writing, developing points logically and convincingly</p> <p>Use different genres as models for writing</p>
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	<p>Compose and write a simple sentence with a capital letter and a full stop</p> <p>Write sentence-like structures which may be joined by <i>and</i></p> <p><b>Use accurate spelling</b></p> <p>Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'</p> <p>Spell familiar common words accurately, drawing on sight vocabulary</p> <p>Use rhyme and relate this to spelling patterns</p> <p>Recognise common word endings, e.g. -s, -ed and -ing</p>	<p>Link ideas in sections, grouped by content</p> <p>Use a variety of simple organisational devices in non-fiction, e.g. headings, captions</p> <p><b>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects</b></p> <p>Write in clear sentences using capital letters, full stops and question marks</p> <p>Find alternatives to <i>and/then</i> in developing a narrative and connecting ideas</p> <p>Use mainly simple and compound sentences, with <i>and/but</i> to connect ideas. <i>Because</i> may begin to be used in a complex sentence</p>	<p>Write first-person accounts and descriptions based on observation</p> <p>Write book reviews summarising what a book is about</p> <p>Write and perform poems, attending to the sound of words</p> <p>Write letters, notes and messages</p> <p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Develop a range of adverbials to signal the relationship between events</p> <p>Begin to organise writing in sections or paragraphs in extended stories</p> <p>Plan main points as a structure for story writing</p> <p><b>Use a range of sentence structures and</b></p>	<p>appropriate style or viewpoint</p> <p>Present an explanation or a point of view in ordered points, e.g. in a letter</p> <p>Explore alternative openings and endings for stories</p> <p>Summarise a sentence or a paragraph in a limited number of words</p> <p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Explore different ways of planning stories, and write longer stories from plans</p> <p>Begin to use paragraphs more consistently to organise and sequence ideas * Broad writing skills are not assessed in the tests.</p> <p><b>Use a range of sentence structures and punctuation accurately to</b></p>	<p>Write a commentary on an issue, setting out and justifying a personal view</p> <p>Record ideas, reflections and predictions about books, e.g. in a reading log</p> <p>Practise proofreading and editing own writing for clarity and correctness</p> <p>Review, revise and edit writing in order to improve it, using IT as appropriate</p> <p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Map out writing to plan structure, e.g. paragraphs, sections, chapters</p> <p>Use pronouns, making clear to what or to whom they refer</p> <p>Begin to establish links between paragraphs using adverbials</p>	<p><b>Structure and organise ideas coherently using sections or paragraphs</b></p> <p>Plan plot, characters and structure effectively in writing an extended story</p> <p>Use paragraphs, sequencing and linking them appropriately to support overall development of the text</p> <p>Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning</p> <p>Use a range of devices to support cohesion within paragraphs</p> <p>Use connectives to structure an argument or discussion</p> <p><b>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects</b></p>
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		<p>Use the past and present tenses accurately (if not always consistently)</p> <p>Begin to vary sentence openings, e.g. with simple adverbs</p> <p>Write using a variety of sentence types</p> <p><b>Use accurate spelling</b></p> <p>Learn the different common spellings of long vowel phonemes</p> <p>Apply knowledge of phonemes and spelling patterns in writing independently as well as when writing sentences dictated by the teacher from memory</p> <p>Secure the spelling of high frequency words and common irregular words</p>	<p><b>punctuation accurately to convey meaning and create particular effects</b></p> <p>Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud</p> <p>Use a wider variety of sentence types including simple, compound and some complex sentences</p> <p>Continue to improve consistency in the use of tenses</p> <p>Vary sentence openings, e.g. with adverbials</p> <p>Recognise the use of the apostrophe to mark omission in shortened words, e.g. <i>can't, don't</i></p> <p>Learn the basic conventions of speech punctuation and begin to use speech marks</p>	<p><b>convey meaning and create particular effects</b></p> <p>Use a wider variety of connectives in an increasing range of sentences</p> <p>Use commas to mark meaning within sentences</p> <p>Experiment with varying tenses in texts, e.g. in dialogue</p> <p>Understand past and present tenses and future forms of verbs</p> <p>Understand all parts of the verb to be and know when to use each one</p> <p>Use a range of end-of-sentence punctuation with accuracy</p> <p>Use speech marks and begin to use other associated punctuation</p>	<p><b>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects</b></p> <p>Use an increasing range of subordinating connectives</p> <p>Combine simple sentences and re-order clauses to make compound and complex sentences</p> <p>Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences</p> <p>Begin to set out dialogue appropriately, using a range of punctuation</p> <p>Identify prepositions and use the term preposition</p> <p>Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue</p>	<p>Use a wide range of connectives to clarify relationships between ideas, e.g. however, therefore, although</p> <p>Develop grammatical control of complex sentences, manipulating them for effect</p> <p>Distinguish the main clause and other clauses in a complex sentence</p> <p>Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences</p> <p>Punctuate speech and use apostrophes accurately</p> <p><b>Use accurate spelling</b></p> <p>Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence</p>
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		<p>Spell words with common prefixes and suffixes, e.g. <i>un-, dis-, -ful, -ly</i></p>	<p>Use question marks, exclamation marks and commas in lists</p> <p>Collect examples of nouns, verbs and adjectives, and use the terms appropriately</p> <p>Identify pronouns and understand their function in a sentence</p> <p>Understand that verbs are necessary for meaning in a sentence</p> <p>Understand pluralisation and use the terms 'singular' and 'plural'</p> <p>Know irregular forms of common verbs</p> <p>Ensure grammatical agreement of pronouns and verbs in using standard English</p> <p><b>Use accurate spelling</b></p> <p>Use effective strategies to tackle segmenting</p>	<p>Learn the use of the apostrophe to show possession, e.g. <i>girl's, girls'</i></p> <p><b>Use accurate spelling</b></p> <p>Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes</p> <p>Investigate spelling patterns; generate and test rules that govern them</p> <p>Check and correct spellings and identify words that need to be learned</p> <p>Spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i></p> <p>Revise rules for spelling words with common inflections, e.g. <i>-ing, -ed, -s</i></p>	<p>Use apostrophes for both possession and shortened forms</p> <p>Spell and make correct use of possessive pronouns, e.g. <i>their, theirs, my, mine</i></p> <p><b>Use accurate spelling</b></p> <p>Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of <i>butter</i> and unstressed 'ee' at the end of <i>city</i></p> <p>Learn spelling rules for words ending in <i>-e</i> and <i>-y</i>, e.g. <i>take/taking, try/tries</i></p> <p>Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. <i>-full/-ful</i></p> <p>Use known spellings to work out the spelling of related words</p>	<p>Use correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'</p> <p>Further investigate spelling rules and exceptions, including representing unstressed vowels</p> <p>Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il; ad, ap, af, al</i> and knowing when to use double consonants</p> <p>Know how to transform meaning with prefixes and suffixes</p> <p>Explore word origins and derivations and the use of words from other languages</p> <p>Investigate meanings and spellings of connectives</p>
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			<p>unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics</p> <p>Explore words that have the same spelling but different meanings (homonyms), e.g. <i>form, wave</i></p> <p>Learn rules for adding <i>-ing, -ed, -s</i> to verbs</p> <p>Extend earlier work on prefixes and suffixes</p> <p>Use and spell compound words</p> <p>Organise words or information alphabetically using first two letters</p>	<p>Extend earlier work on prefixes and suffixes</p> <p>Match spelling to meaning when words sound the same (homophones), e.g. <i>to/two/too, right/write</i></p> <p>Use all the letters in sequence for alphabetical ordering</p> <p>Build words from other words with similar meanings, e.g. <i>medical, medicine</i></p> <p>Collect and classify words with common roots, e.g. <i>invent, prevent</i></p>	<p>Use effective strategies for learning new spellings and misspelt words</p> <p>Identify 'silent' vowels in polysyllabic words, e.g. library, interest</p> <p>Investigate spelling patterns for pluralisation, e.g. <i>-s, -es, -y/-ies, -f/-ves</i></p> <p>Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants</p> <p>Understand ways of creating opposites, e.g. <i>un-, im-</i> and comparatives, e.g. <i>-er, -est</i></p> <p>Understand grammatical homophones, e.g. <i>they're, their, there</i></p> <p>Identify word roots and derivations to support spelling and vocabulary, e.g. <i>sign, signal, signature</i></p>	
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<b>SPEAKING and LISTENING</b>	<p>Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest</p> <p>Converse audibly with friends, teachers and other adults</p> <p>Show some awareness of the listener through non-verbal communication</p> <p>Answer questions and explain further when asked</p> <p>Speak confidently to a group to share an experience</p> <p>Take turns in speaking</p> <p>Listen to others and respond appropriately</p> <p>Listen carefully to questions and instructions</p>	<p>Recount experiences and explore possibilities</p> <p>Explain plans and ideas, extending them in the light of discussion</p> <p>Articulate clearly so that others can hear</p> <p>Vary talk and expression to gain and hold the listener's attention</p> <p>Show awareness of the listener by including relevant details</p> <p>Attempt to express ideas precisely, using a growing vocabulary</p> <p>Listen carefully and respond appropriately, asking questions of others</p> <p>Demonstrate 'attentive listening' and engage with another speaker</p>	<p>Speak clearly and confidently in a range of contexts, including longer speaking turns</p> <p>Adapt tone of voice, use of vocabulary and non-verbal features for different audiences</p> <p>Take turns in discussion, building on what others have said</p> <p>Listen and respond appropriately to others' views and opinions</p> <p>Listen and remember a sequence of instructions</p> <p>Practise to improve performance when reading aloud</p> <p>Begin to adapt movement to create a character in drama</p> <p>Develop sensitivity to ways that others express meaning</p>	<p>Organise ideas in a longer speaking turn to help the listener</p> <p>Vary use of vocabulary and level of detail according to purpose</p> <p>Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments</p> <p>Deal politely with opposing points of view</p> <p>Listen carefully in discussion, contributing relevant comments and questions</p> <p>Adapt the pace and loudness of speaking appropriately when performing or reading aloud</p> <p>Adapt speech and gesture to create a character in drama</p>	<p>Shape and organise ideas clearly when speaking to aid the listener</p> <p>Prepare and present an argument to persuade others to adopt a point of view</p> <p>Talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions</p> <p>Begin to adapt non-verbal gestures and vocabulary to suit content and audience</p> <p>Describe events and convey opinions with increasing clarity and detail</p> <p>Recall and discuss important features of a talk, possibly contributing new ideas</p>	<p><b>Fiction and poetry</b> Read widely and explore the features of different fiction Genres.</p> <p>Provide accurate textual reference from more than one point in a story to support answers to questions.</p> <p>Compare the structure of different stories.</p> <p>Comment on a writer's use of language and explain reasons for writer's choices.</p> <p>Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the Literal.</p> <p>Discuss metaphorical expressions and figures of speech.</p> <p>Identify the point of view from which a story is told.</p> <p>Consider how a writer expresses their own point of view, e.g. how characters are presented.</p>

	<p>Engage in imaginative play, enacting simple characters or situations</p> <p>Understand that people speak in different ways for different purposes and meanings</p>	<p>Extend experiences and ideas through role-play</p> <p>Begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice</p> <p>Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking</p>	<p>in their talk and non-verbal communication</p>	<p>Comment on different ways that meaning can be expressed in own and others' talk</p>	<p>Ask questions to develop ideas and extend understanding</p> <p>Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement</p> <p>Take different roles and responsibilities within a group</p> <p>Convey ideas about characters in drama through deliberate choice of speech, gesture and movement</p> <p>Begin to discuss how and why language choices vary in different situations</p>	<p>Read and identify characteristics of myths, legends and Fables.</p> <p>Compare and evaluate the print and film versions of a novel or play.</p> <p>Compare dialogue and dramatic conventions in film Narrative.</p> <p>Read and perform narrative poems.</p> <p>Read poems by significant poets and compare style, forms and themes.</p> <p><b>Non-fiction</b> Look for information in non-fiction texts to build on what is already known.</p> <p>Locate information confidently and efficiently from different Sources.</p> <p>Skim read to gain an overall sense of a text and scan for specific information.</p> <p>Develop note-taking to extract key points and to group and link ideas.</p>
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