

| | Year 3 | Year 4 | Year 5 and 6 |
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| Reading Comprehension | <ul style="list-style-type: none"> -Retrieve and record information from non-fiction. - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. -Asking questions to improve their understanding of a text. -Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Retrieve and record information from non-fiction -Discussing words and phrases that capture the reader’s interest and imagination. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Using dictionaries to check the meaning of words that they have read. -Increasing their familiarity with a wide range of books, including fairy stories. | <ul style="list-style-type: none"> -Discussing words and phrases that capture the reader’s interest and imagination. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Retrieve and record information from non-fiction. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Discussing words and phrases that capture the reader’s interest and imagination. -Recognising some different forms of poetry [for example free verse, narrative poetry]. -Identifying main ideas drawn from more than one paragraph and summarising these. -Checking that the text makes sense to them, discussing their understanding. -Explaining the meaning of words in context. -Discussing words and phrases that capture the reader’s interest and imagination. -Predicting what might happen from details stated and implied. -Drawing inferences such as inferring characters’ feelings, thoughts and motives | <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction. -Identifying how language, structure and presentation contribute to meaning. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Asking questions to improve their understanding. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Predicting what might happen from details stated and implied. -Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and |

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| | <ul style="list-style-type: none"> -Myths and legends, and retelling some of these orally. -Identifying main ideas drawn from more than one paragraph and summarising these. -Asking questions to improve their understanding of a text. -Predicting what might happen from details stated and implied. | <ul style="list-style-type: none"> from their actions, and justifying inferences with evidence. -Discussing words and phrases that capture the reader’s interest and imagination. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -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. -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | <ul style="list-style-type: none"> others’ ideas and challenging views courteously. -Preparing 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. -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. |
| <p style="text-align: center;">Handwriting</p> | <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un- joined. - Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. | <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un- joined. - Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. | <ul style="list-style-type: none"> - Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -Choosing the writing implement that is best suited for the task |

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| <p>Spelling</p> | <ul style="list-style-type: none"> - Spell further homophones. - Spell words that are often misspelt. - Use the first two or three letters of a words to check its spelling in a dictionary. - Use further prefixes and suffixes and understand how to add them. - Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | <ul style="list-style-type: none"> - Spell further homophones. - Spell words that are often misspelt. - Use the first two or three letters of a words to check its spelling in a dictionary. - Use further prefixes and suffixes and understand how to add them. - Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | <ul style="list-style-type: none"> - Continue to distinguish between homophones and other words which are often confused. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them. - Spell words with silent letters. - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. |
| <p>Composition</p> | <ul style="list-style-type: none"> - Discuss 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 ideas. - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme. - In narratives, create settings, characters and plot. - In non-narrative material, use simple organisational devices such as headings and subheadings. - Assess the effectiveness of their own and others' writing and suggest improvements. | <ul style="list-style-type: none"> - Discuss 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 ideas - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme. - In narratives, create settings, characters and plot. - In non-narrative material, use simple organisational devices such as headings and subheadings. - Assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, | <ul style="list-style-type: none"> - Identify audience and purpose, selecting appropriate form and use other similar writing as model. - Note and develop initial ideas, drawing on reading and research where necessary. - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. - Use a wide range of devices to build cohesion within and across paragraphs. - Precis longer paragraphs. - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, |

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| | <ul style="list-style-type: none"> - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof read for spelling and punctuate errors. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> including the accurate use of pronouns in sentences. - Proof read for spelling and punctuate errors. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> underlining). - Assess the effectiveness of their own and others' writing. - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - Proof read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| <p>Punctuation and Grammar</p> | <p>Sentence Structure</p> <ul style="list-style-type: none"> - Expressing time, place and course using conjunction, adverbs or prepositions <p>Text Structure</p> <ul style="list-style-type: none"> - Introduction to paragraphs as a way to group related material. - Headings and sub-headings to aid presentations. - Use of the present perfect form of verbs instead of the simple past. <p>Punctuation</p> <ul style="list-style-type: none"> - Introduction to inverted commas to punctuation direct speech. | <p>Sentence Structure</p> <ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>). - Fronted adverbials (<i>e.g. Later that day. I heard bad news</i>). <p>Text Structure</p> <ul style="list-style-type: none"> - Use paragraphs to organise ideas around a theme. - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech. - Apostrophes to mark plural possession. - Use of commas after fronted adverbials. | <p>Sentence Structure</p> <ul style="list-style-type: none"> - Use of the passive voice to affect the presentation of information in a sentence. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech. <p>Text Structure</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. - Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. |

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| | | | <p>Punctuation</p> <ul style="list-style-type: none">- Use of semi-colon, colon and dash to mark the boundary between independent clauses.- Use of the colon to introduce a list and use of semi-colon within lists.- Punctuation of bullet points to list information.- How hyphens can be used to avoid ambiguity. |
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