



School intent - **Spiritual, Moral, Diversity & Beliefs** **Communities & Environment** **Life Skills** **Personal, Social & Emotional Well Being**

English INTENT - By the end of year 6, all children will be able to read and write to an expected standard in preparation for life beyond Primary School. We aim for children to read and write for pleasure as well as use their skills as a learning tool. Children will be able to confidently present their ideas aloud, thinking carefully about their audience.

Objectives in Purple indicate that the objective is being introduced for the first time (guidance from NC appendices Spelling and Vocabulary, Grammar and Punctuation).

### Foundation Stage

What to cover:	Expectations:
<p>Autumn Term:</p> <ul style="list-style-type: none"> <li>❖ 2x Story</li> <li>❖ Non-fiction</li> <li>❖ Christmas Story</li> </ul> <p>Spring Term:</p> <ul style="list-style-type: none"> <li>❖ 2x Story</li> <li>❖ Non-fiction</li> <li>❖ Easter Story</li> </ul> <p>Summer Term</p> <ul style="list-style-type: none"> <li>❖ 2x Story</li> <li>❖ Non-fiction</li> <li>❖ Poetry</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>❖ Hear each child read 1:1 weekly for the most able children and more frequently with those who need extra support.</li> <li>❖ Whole class story session.</li> </ul> <p>SPaG/Phonics</p> <ul style="list-style-type: none"> <li>❖ 5 phonics sessions</li> <li>❖ Grammar to be taught through Storytelling.</li> </ul> <p>Storytelling</p> <ul style="list-style-type: none"> <li>❖ 2/3 sessions a week (min) to include HMSS, deepening activities with a <u>grammar</u>/writing skill focus, shared writing and independent writing.</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>❖ Squiggle while you Wiggle to start the year.</li> <li>❖ 3 sessions a week based upon the phonics sounds being taught when ready.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>❖ Assessment is continual for writing and reading (in the moment and taught learning)</li> <li>❖ HFW reading and writing assessment, phonics assessment from Twinkl Phonics 3 times a</li> </ul>

year (Christmas, Easter and end of year).

Communication and Language

Listening, Attention and Understanding

Reception Children - Development Matters

- ❖ I understand how to listen carefully and why listening is important.
- ❖ I can learn new vocabulary.
- ❖ I am developing social phrases.
- ❖ I can engage in storytimes.
- ❖ I can listen to and talk about stories to build familiarity and understanding.
- ❖ I can listen carefully to rhymes and songs, paying attention to how they sound.
- ❖ I can engage in non-fiction books.
- ❖ I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELGs

- ❖ I can listen and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- ❖ I can make comments about what I have heard and ask questions to clarify my understanding.
- ❖ I can hold conversations when engaged in back and forth exchanges with my teachers and peers.

Speaking

Reception Children - Development Matters

- ❖ I can use new vocabulary through the day.
- ❖ I can ask questions to find out more and to check that I understand what has been said to me.
- ❖ I can articulate my ideas and thoughts in well-formed sentences.
- ❖ I can connect one idea or action to another using a range of connectives.
- ❖ I can describe events in some detail.
- ❖ I can use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen.
- ❖ I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.
- ❖ I can use new vocabulary in different contexts.
- ❖ I can learn rhymes, poems and songs.

ELG

- ❖ I can participate in small group, class and 1:1 discussions, offering my own ideas, using recently introduced vocabulary.
- ❖ I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ❖ I can express ideas and feelings about my experiences

using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.

### **Comprehension**

#### Reception Children - Development Matters

- ❖ I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.

#### ELG

- ❖ I can demonstrate my understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary.
- ❖ I can anticipate key events in stories.
- ❖ I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### **Word Reading**

#### Reception Children - Development Matters

- ❖ I can read individual letters by saying the sounds for them.
- ❖ I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.
- ❖ I can read some letter groups that each represent one sound and say sounds for them.
- ❖ I can read a few common exception words matched to the school's phonic programme.
- ❖ I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

#### ELG

- ❖ I can say a sound for each letter in the alphabet and at least 10 digraphs.
- ❖ I can read words consistent with my phonic knowledge by sound blending.
- ❖ I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

### **Writing**

#### Reception Children - Development Matters

- ❖ I can form lower-case and capital letters correctly.
- ❖ I can spell words by identifying the sounds and then writing the sound with letter/s.
- ❖ I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- ❖ I can re-read what I have written to check that it makes sense.

ELG

- ❖ I can write recognisable letters, most of which are correctly formed.
- ❖ I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ❖ I can write simple phrases and sentences that can be read by others.

**Year 1**

What to cover	Expectations
<p>Fiction</p> <ul style="list-style-type: none"> <li>❖ traditional story</li> <li>❖ adventure story</li> <li>❖ stories from other cultures</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>❖ recount an event</li> <li>❖ non-chronological report</li> <li>❖ recount diary</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>❖ acrostic poems</li> <li>❖ poetry using repetition</li> <li>❖ calligrams</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 weekly and more frequently for those who need extra support.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Whole class story session.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, there are examples to download specifically for Year 1.</li> </ul> <p>SPaG/Phonics</p> <ul style="list-style-type: none"> <li>❖ 4 phonics sessions</li> <li>❖ 1 spelling lesson a week linked to the Twinkl spelling list</li> <li>❖ Grammar to be taught through Storytelling.</li> </ul> <p>Storytelling</p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min) to include HMSS, deepening activities with a <u>grammar</u>/writing skill focus, shared writing and independent writing.</li> </ul> <p>Handwriting</p>

	<ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Rising Stars grammar tests at the end of each (short) term.</li> <li>❖ Rising Stars reading tests at the end of each (short) term.</li> <li>❖ HFW and Year 1 Common Exception words reading and writing assessments made 3 times a year (Christmas, Easter and end of year).</li> <li>❖ Practise Phonics screening in February.</li> <li>❖ Phonics Screening in June.</li> </ul>	
<p><b>Terminology for Year 1:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>		
<p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I can speak clearly and confidently in front of people in my class.</li> <li>❖ I can re-tell a well-known story and remember the main characters.</li> <li>❖ I can hold attention when playing and learning with others.</li> <li>❖ I can keep to the main topic when we are talking in a group.</li> <li>❖ I can ask questions in order to get more information.</li> <li>❖ I can start a conversation with an adult I know well or with my friends.</li> <li>❖ I listen carefully to the things other people have to say in a group.</li> <li>❖ I join in with conversations in a group.</li> <li>❖ I join in with role play.</li> </ul>		
<p style="text-align: center;"><b>Writing Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>❖ I can make phonetically plausible attempts at Common Exception words, spelling many correctly.</li> <li>❖ I can spell High Frequency Words from Phase 5.</li> <li>❖ I can divide words into syllables.</li> </ul>	<p style="text-align: center;"><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>❖ I can compose a sentence before writing it.</li> <li>❖ I can sequence sentences in chronological order to recount and event an experience.</li> <li>❖ I know how the prefix 'un' can be added to words to change</li> </ul>	<p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can combine words to make a sentence</li> <li>❖ I can join two sentences using 'and'.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can sequence sentences to form a narrative.</li> </ul>

<ul style="list-style-type: none"> <li>❖ I can spell the days of the week.</li> <li>❖ I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.</li> <li>❖ I can name all the letters in the alphabet in order.</li> <li>❖ I can use letter names to show alternative spellings of the same phoneme.</li> <li>❖ I can write simple dictated sentences from memory (including taught GPCs and Common Exception words).</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>❖ I can sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>❖ I can form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>❖ I can form capital letters and digits 0-9.</li> <li>❖ I understand which letters belong to which handwriting families.</li> </ul>	<p>meaning.</p> <ul style="list-style-type: none"> <li>❖ I can use the suffixes 's', 'es', 'ed', 'ing', 'er' and 'est' within my writing.</li> </ul> <p><u>Editing</u></p> <ul style="list-style-type: none"> <li>❖ I can re-read what I have written to check that it makes sense.</li> <li>❖ I can discuss what I have written with my teacher and start to notice what I can do to improve (ops - I've missed a finger space there).</li> </ul>	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>❖ I can separate words using a finger space.</li> <li>❖ I can use capital letters to start a sentence.</li> <li>❖ I can use a full stop to end a sentence.</li> <li>❖ I can use a question mark.</li> <li>❖ I can use an exclamation mark.</li> <li>❖ I can use capital letters for names.</li> <li>❖ I can use 'I'.</li> </ul>
<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>❖ I can match all 40+ graphemes to their phonemes.</li> <li>❖ I can read common exception words from phase 5 - noting differences between spelling and sound.</li> <li>❖ I can blend sounds in unfamiliar words with GPCs from phase 5.</li> <li>❖ I can divide words with GPCs from phase 5 into syllables.</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>❖ I can listen attentively to a wide range of poems, stories and non-fiction texts.</li> <li>❖ I can say what I like and do not like about a text.</li> <li>❖ I can link what I have heard or read to my own experiences, thinking about similarities and differences.</li> <li>❖ I can join in with predictable phrases.</li> </ul>	

- ❖ I can read words with contractions and understand that the apostrophe represents the missing letters.
- ❖ I can use phonic knowledge to decode words with GCPs at phase 5.
- ❖ I can read phonetically decodeable texts at phase 3 or 4.
- ❖ I can read words that end with s, -ing, -ed, -est.
- ❖ I can read words which start with un-.
- ❖ I can read words with more than one syllable that contains taught GPCs from phase 5.
- ❖ I can re-read books for fluency and confidence.

- ❖ I can recall some basic features of age appropriate key stories, fairy tales and traditional tales.
- ❖ I can retell key stories orally using narrative language.
- ❖ I can talk about the main characters within a well-known story.
- ❖ I can learn some poems and rhymes by heart.
- ❖ I can use what I already know to understand texts.
- ❖ I can check that my reading makes sense and go back to correct when it doesn't.
- ❖ I can draw inferences from the text and /or the illustrations (beginning).
- ❖ I can make predictions about the events in the text.
- ❖ I can explain what I think a text is about, linking title and events.

## Year 2

What to cover	Expectations
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>❖ fable</li> <li>❖ traditional story</li> <li>❖ adventure story</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>❖ non-chronological report/information text</li> <li>❖ recount - newspaper report</li> <li>❖ instructions</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>❖ alliteration poetry</li> <li>❖ chorus poetry</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 weekly plus more frequently for those who need extra support.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Whole class story session.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, there are examples to download specifically for Year 2.</li> </ul> <p><b>SPaG/Phonics</b></p> <ul style="list-style-type: none"> <li>❖ Daily spelling or grammar session. Spelling linked to Twinkl spelling list and grammar linked to Year 2 objectives.</li> <li>❖ Phonics intervention for children who did not pass Year 1 Phonics Screening.</li> </ul> <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min) to include HMSS, deepening activities with a grammar/writing skill focus, shared writing and independent writing.</li> </ul>



<ul style="list-style-type: none"> <li>❖ rhyming poetry</li> </ul>	<p>Handwriting</p> <ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Past SATs papers used for Christmas and Easter Term data (Reading and Grammar).</li> <li>❖ SATs completed in May.</li> <li>❖ Year 2 Common Exception words reading and writing assessments made 3 times a year (Christmas, Easter and end of year).</li> <li>❖ Practise screening in February.</li> <li>❖ Phonics Screening in June for those who didn't pass in Year 1.</li> </ul>	
<p><b>Terminology for Year 2:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>		
<p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I can ask questions to get more information and clarify meaning.</li> <li>❖ I can talk in complete sentences.</li> <li>❖ I can decide when I need to use specific vocabulary.</li> <li>❖ I can take turns when talking in pairs or a small group.</li> <li>❖ I am beginning to become aware that formal and informal situations require different language.</li> <li>❖ I can re-tell a story using narrative language and linking words and phrases.</li> <li>❖ I can hold the attention of the people I am speaking to by adapting the way I talk.</li> <li>❖ I am beginning to understand how to speak for different purposes and audiences.</li> <li>❖ I can perform a simple poem from memory.</li> </ul>		
<p style="text-align: center;"><b>Writing Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>❖ I can segment spoken words into phonemes and record these as graphemes.</li> <li>❖ I can make phonetically plausible attempts at Year 2 common</li> </ul>	<p style="text-align: center;"><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>❖ I can write narratives about personal experiences and those of others (both real and fictional) sustaining sufficient features of the given form.</li> <li>❖ I can write for different purposes,</li> </ul>	<p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can use subordination and co-ordination.</li> <li>❖ I can use expanded noun phrases.</li> <li>❖ I can correctly structure statements, questions, exclamation</li> </ul>

exception words.

- ❖ I can distinguish between and spell homophones and near-homophones.
- ❖ I can spell words with contracted forms.
- ❖ I can use prefixes 'ness' and 'er'
- ❖ I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less' 'y'.
- ❖ I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- ❖ I can write a simple dictated sentence from memory using taught (year 2) punctuation, GPCs and common exception words.

#### Handwriting

- ❖ I can form lower-case letters of the correct size relative to each other.
- ❖ I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- ❖ I can use capital letters and digits of the correct size and orientation in relation to one another and lower-case letters.
- ❖ I use spacing between words that reflects the size of the letters.

including real events.

- ❖ I can organise writing to reflect chosen forms in poetry (write in four line stanzas, selecting some rhyming words).
- ❖ I can write with evidence of stamina.
- ❖ I can plan and discuss the content of writing and record my ideas.
- ❖ I am able to orally rehearse structured sentences or sequences of sentences.

#### Editing

- ❖ I can evaluate my own writing independently, with friends and with an adult; reflecting on success criteria.
- ❖ I can proof-read to check for errors in spelling, grammar and punctuation.

sentences and commands.

#### Text Structure

- ❖ I can consistently use past and present tenses correctly.
- ❖ I can use the progressive forms of verbs in the past and present tense.

#### Punctuation

- ❖ I can use capital letters for names of people, places, days of the week and the personal pronoun I.
- ❖ I can correctly use question marks and exclamation marks to demarcate sentences.
- ❖ I can use commas to separate items in a list.
- ❖ I can use apostrophes to show where letters are missing and to mark singular possession on nouns.

### **Word Reading**

- ❖ I can decode automatically and fluently when reading a book band book level White or above.
- ❖ I can recognise and read alternative sounds for graphemes.
- ❖ I can read accurately words of two or more syllables that contain alternative sounds for graphemes.
- ❖ I can read words with common suffixes such as 'ment', 'ness', 'ful', 'less' 'y'.
- ❖ I can read all Year 2 common exception words.
- ❖ I read most words quickly and accurately when I have read them before without segmenting and blending.
- ❖ I can read most suitable books accurately, showing fluency and confidence.

### **Comprehension**

- ❖ I can talk about and give an opinion about a range of books.
- ❖ I can discuss the sequence of events in books and how they relate to each other.
- ❖ I use prior knowledge, including context and vocabulary, to understand texts,
- ❖ I can discuss and clarify the meanings of words; linking new meaning to known vocabulary.
- ❖ I can re-tell stories, including fairy stories and traditional tales.
- ❖ I can read for meaning and check that the text makes sense. I can go back and re-read when it does not make sense.
- ❖ I can find recurring language in stories and poems.
- ❖ I can talk about my favourite words and phrases in stories and poems.
- ❖ I can recite approx. 10 poems by heart, with appropriate intonation.
- ❖ I can explain how non-fiction books are used; referring to key features.
- ❖ I can ask and answer questions about books based on inferences made.
- ❖ I can make predictions based on what I have read.
- ❖ I can draw simple inferences from illustrations, events, characters' actions and speech.

### Year 3

What to cover	Expectations
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>❖ author study</li> <li>❖ stories with historical setting</li> <li>❖ mystery story</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>❖ recount diary</li> <li>❖ instructions</li> <li>❖ persuasive letters</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>❖ haiku</li> <li>❖ onomatopoeia</li> <li>❖ cinquain</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 termly (at least 6 times a year) plus more frequently for those who need extra support.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Whole class story session.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, please select from KS2 examples, slides 1-15.</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>❖ Daily spelling or grammar session. Spelling linked to Twinkl spelling list and grammar linked to Year 3 objectives.</li> </ul> <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min) to include HMSS, deepening activities with a grammar/writing skill focus, shared writing and independent writing.</li> </ul> <p><b>Handwriting</b></p>

	<ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Rising Stars grammar tests at the end of each (short) term.</li> <li>❖ Rising Stars reading tests at the end of each (short) term.</li> <li>❖ Year 3/4 Common Exception words reading and writing assessments made 3 times a year (Christmas, Easter and end of year).</li> </ul>	
<p><b>Terminology for Year 3:</b> preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, vowel (sound), vowel letter, inverted commas (or 'speech marks')</p>		
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>❖ I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>❖ I take a full part in paired and group discussion.</li> <li>❖ I am beginning to show that I know when Standard English is required and use it.</li> <li>❖ I can re-tell a story using narrative language and add relevant detail.</li> <li>❖ I can show that I have listened carefully because I make relevant comments.</li> <li>❖ I can present ideas or information to an audience.</li> <li>❖ I recognise that meaning can be expressed in different ways, depending on the content.</li> <li>❖ I can perform poems from memory, adapting expression and tone as appropriate.</li> </ul>		
<p style="text-align: center;"><b>Writing Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>❖ I can spell words with additional prefixes (<i>super, anti, auto</i>) and suffixes and understand how to add them to root words.</li> <li>❖ I can recognise and spell homophones and near-homophones.</li> </ul>	<p style="text-align: center;"><b>Writing Composition</b></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>❖ I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>❖ I can verbally compose sentences using a wider range of sentence structures.</li> </ul>	<p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can express time, place and cause by using conjunctions, adverbs and prepositions.</li> <li>❖ I can use the correct form of a/an.</li> </ul> <p><u>Text Structure</u></p>

<ul style="list-style-type: none"> <li>❖ I can use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>❖ I can spell words correctly which are in a family (word families).</li> <li>❖ I can spell the commonly mis-spelt words from the Year 3/4 common exception word list.</li> <li>❖ I can write dictated sentences from memory with taught spelling patters and Year 3/4 common exception words.</li> <li>❖ I can use a range of prefixes to generate new nouns and use them in my writing.</li> <li>❖ I can use further suffixes and understand how to add them.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>❖ I can sit correctly at the table, hold my writing implement comfortably and correctly form and join letters in accordance with the school's agreed handwriting policy.</li> <li>❖ I use clear and consistent handwriting that is beginning to be pleasing in appearance.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I can plan my writing with a partner or in a group, contributing my ideas and recording (pictorial or in note form) to use later.</li> <li>❖ I can write a narrative with a clear structure, setting, characters and plot.</li> <li>❖ I can write non-narrative using organisational devices such as headings, sub-headings, paragraphs, conjunctions and fronted adverbials.</li> <li>❖ I use a range of sentences with more than one clause by using a range of conjunctions.</li> </ul> <p><u>Editing</u></p> <ul style="list-style-type: none"> <li>❖ I can proof-read to check for errors in spelling and punctuation.</li> <li>❖ I can suggest improvements to my own writing and that of others.</li> <li>❖ I can make improvements to grammar, vocabulary, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I am starting to organise my writing into paragraphs.</li> <li>❖ I can use headings and sub-headings.</li> <li>❖ I can use the perfect present form of verbs *</li> <li>❖ I can select the appropriate tense for the task.</li> <li>❖ I can choose appropriate nouns or pronouns to create cohesion to avoid repetition and achieve clarity.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>❖ I can use inverted commas to punctuate direct speech.</li> </ul>
<b>Word Reading</b>	<b>Comprehension</b>	

- ❖ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- ❖ I can read further common exception words (Year 3/4 list), noting the unusual correspondences between spelling and sound.

- ❖ I read a range of fiction, poetry, plays and non-fiction.
- ❖ I can listen attentively and participate in discussion about a range of longer and more challenging fiction, poems, plays, non-fiction and reference books, expressing views and preferences.
- ❖ I can read aloud and independently, taking turns and listening to others.
- ❖ I know if my reading makes sense, self-correcting when needed.
- ❖ I can show my familiarity with a range of age-appropriate books; re-telling some orally.
- ❖ I can explain how non-fiction books are structured in different ways and can use them effectively.
- ❖ I can explain some of the different types of fiction books.
- ❖ I can ask relevant questions to get a better understanding of a text.
- ❖ I can predict what might happen based on details that I have (both stated and implied).
- ❖ I can draw inferences such as inferring a character's feelings, thought and motives for their actions.
- ❖ I can identify words and phrases that capture my interest and imagination.
- ❖ I can use a dictionary to check the meaning of unfamiliar words.
- ❖ I can identify the main points of a paragraph or text.
- ❖ I can explain how the structure and presentation contribute to the meaning of texts.
- ❖ I can use non-fiction texts to retrieve information.
- ❖ I can identify and name some forms of poetry.
- ❖ I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Year 4

What to cover	Expectations
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>❖ traditional stories</li> <li>❖ myths and legends</li> <li>❖ stories in imaginary worlds</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>❖ non-chronological report</li> <li>❖ autobiography</li> <li>❖ balanced argument (discussion)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>❖ free verse</li> <li>❖ rhyming couplets</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 termly (at least 6 times a year) plus extra for those who need extra support.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Daily reading of whole class story.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, please select from KS2 examples, slides 16-30.</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>❖ Daily spelling or grammar session. Spelling linked to Twinkl spelling list and grammar linked to Year 4 objectives.</li> </ul> <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min) to include HMSS, deepening activities with a grammar/writing skill focus, shared writing and independent writing.</li> </ul>



❖ simile poetry	<p>Handwriting</p> <ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Rising Stars grammar tests at the end of each (short) term.</li> <li>❖ Rising Stars reading tests at the end of each (short) term.</li> <li>❖ Year 3/4 Common Exception words reading and writing assessments made 3 times a year (Christmas, Easter and end of year).</li> </ul>	
<p><b>New vocabulary/terminology for Year 4:</b></p> <p style="text-align: center;">Determiner, pronoun, possessive pronoun, adverbial</p>		
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I can ask questions to clarify or develop my understanding.</li> <li>❖ I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>❖ I show that I understand the main point and the details in a discussion.</li> <li>❖ I am increasingly adapting what I am saying to the needs of the listener or audience.</li> <li>❖ I show that I know that language choices vary in different contexts.</li> <li>❖ I can present to an audience using appropriate intonation; controlling the tone and volume so that meaning is clear.</li> <li>❖ I can justify an answer by giving evidence.</li> <li>❖ I use Standard English when it is required.</li> <li>❖ I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li> </ul>		
<p style="text-align: center;"><b>Writing Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>❖ I can recognise and spell homophones.</li> <li>❖ I can use the first two or three letters of a word to check a spelling in a dictionary.</li> </ul>	<p style="text-align: center;"><b>Writing Composition</b></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>❖ I can compose and orally rehearse a sentence or a sequence of sentences using a range of sentence structures (simple, compound and complex).</li> <li>❖ I can plan my writing by discussing in</li> </ul>	<p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can use fronted adverbials.</li> <li>❖ I can use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause.</li> </ul>

- ❖ I can spell the commonly mis-spelt words from the Year 3/4 common exception word list.
- ❖ I can spell words with prefixes without any associated changes in spelling.
- ❖ I can explain the meaning of taught prefixes, including il-, im-, ir-, re-, sub-.
- ❖ I can form nouns using prefixes (super- and anti-)
- ❖ I can spell words where suffixes beginning with vowel letters are added to words with more than one syllable and I can explain this rule.
- ❖ I can group words into families according to form and meaning.
- ❖ I can write dictated sentences from memory using newly taught spelling patterns and with punctuation accuracy.

#### Handwriting

- ❖ I can use the diagonal and horizontal strokes that are needed to join letters.
- ❖ I understand which letters should be left unjoined.
- ❖ My handwriting is legible and

a group writing that is similar to which I am planning to learn from its structure, vocabulary and grammar. I can also do this on my own.

- ❖ I can plan narrative and non-fiction into paragraphs before writing (boxing up or story map)
- ❖ I can write a narrative with a clear structure, setting and plot.

#### Editing

- ❖ I can proof-read my own and others' writing for spelling and punctuation errors.
- ❖ I can improve my writing by changing grammar and vocabulary to improve consistency.

- ❖ I can use the correct form of a/an, explaining the rule.
- ❖ I can extend the range of sentences with more than one clause, using a range of conjunctions including when, if, because and although.
- ❖ I can use Standard English forms for verb inflections \*
- ❖ I can use the present perfect form of verbs in contrast to past tense.

#### Text Structure

- ❖ I can write in logical paragraphs (around a theme) in both narrative and non-fiction, using headings and sub-headings when writing non-fiction.
- ❖ I make an appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.

#### Punctuation

- ❖ I can use inverted commas and other punctuation to indicate speech.
- ❖ I can use apostrophes to make plural possession. I can explain the rule and spot errors in my writing.

<p>consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>		<ul style="list-style-type: none"> <li>❖ I can use commas after fronted adverbials.</li> </ul>
<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>❖ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>❖ I can attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>❖ I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poems, plays, non-fiction and reference. I can express my views and preferences, justifying them by reference to the text.</li> <li>❖ I can recall a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.</li> <li>❖ I know which books to select for specific purposes (specialist books for advice on sports, selecting books by the same author etc).</li> <li>❖ I can use a dictionary to check the meaning of unfamiliar words.</li> <li>❖ I can monitor what I read; identifying how language, structure and presentation contribute to meaning.</li> <li>❖ I can discuss and record words and phrases that writers use to engage and impact the reader.</li> <li>❖ I can identify where a writer has used precise word choices for effect to impact the reader.</li> <li>❖ I can identify some of the literary conventions in different texts.</li> <li>❖ I can identify some text type organisational features (narrative, explanation, persuasion etc).</li> <li>❖ I can identify the themes within paragraphs and the whole text, summarising my ideas.</li> <li>❖ I can identify and name some different forms of poetry and describe their features.</li> <li>❖ I can prepare poems and plays to read aloud and to perform, showing</li> </ul>	

	<p>understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> <li>❖ I can ask relevant questions to improve my understanding of a text.</li> <li>❖ I can infer meanings and I am beginning to justify them with evidence from the text.</li> <li>❖ I can predict what might happen from details stated and implied.</li> <li>❖ I can retrieve information from non-fiction texts.</li> </ul>
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### Year 5

What to cover	Expectations
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>❖ myths and legends</li> <li>❖ flashback stories</li> <li>❖ stories from other cultures</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>❖ recount newspaper report</li> <li>❖ instructions</li> <li>❖ persuasion</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>❖ limericks</li> <li>❖ adjective poetry</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 termly (at least 6 times a year) plus extra for those who need extra support.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Whole class story time.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, please select from KS2 examples, slides 31-45.</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>❖ Daily spelling or grammar session. Spelling linked to Twinkl spelling list and grammar linked to Year 5 objectives.</li> </ul> <p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min) to include HMSS, deepening activities with a grammar/writing skill</li> </ul>

❖ poetry using assonance	<p>focus, shared writing and independent writing.</p> <p>Handwriting</p> <ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Rising Stars grammar tests at the end of each (short) term.</li> <li>❖ Rising Stars reading tests at the end of each (short) term.</li> <li>❖ Year 5/6 Common Exception words reading and writing assessments made 3 times a year (Christmas, Easter and end of year).</li> </ul>	
<p><b>Terminology for Year 5:</b></p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>		
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I can engage the listener by varying my expression and vocabulary.</li> <li>❖ I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>❖ I can develop my ideas and opinions, providing relevant detail.</li> <li>❖ I can express my point of view.</li> <li>❖ I show that I understand the main points, including implied meaning in a discussion.</li> <li>❖ I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>❖ I use Standard English in formal situations.</li> <li>❖ I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>❖ I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>❖ I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> <li>❖ I am beginning to select the appropriate register according to the context.</li> </ul>		
<p style="text-align: center;"><b>Writing Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>❖ I understand the rules for adding prefixes and suffixes (-ate', '-ise'</li> </ul>	<p style="text-align: center;"><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>❖ I can discuss the audience and purpose of my writing and select a suitable model for my writing.</li> </ul>	<p style="text-align: center;"><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can use expanded noun phrases to convey precise and detailed</li> </ul>

and '-ify').

- ❖ I can use prefixes to generate new verbs: e.g. 'dis', 'de', 'mis', 'over' and 're'.
- ❖ I can spell words with silent letters.
- ❖ I can distinguish between homophones and other words which are often confused.
- ❖ I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- ❖ I can use a thesaurus to introduce varied and precise vocabulary.

#### Handwriting

- ❖ I can choose the style of handwriting to use when given a choice. I can use this style to write fluently and with increasing speed.
- ❖ I can select an appropriate writing instrument (pencil for note-making and a pen for formal writing)

- ❖ I can draw on what they I learned about how authors develop characters and settings to help me create my own.
- ❖ I can think aloud and record my ideas, sometimes drawing on independent reading and research.
- ❖ I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on.
- ❖ I can précis longer passages: e.g. identify key points from the passage and reformulate them coherently in their own words.
- ❖ I can perform my own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.

#### Editing

- ❖ I can spot most of my own and others' spelling and punctuation

information concisely.

- ❖ I can convert nouns or adjectives into verbs.
- ❖ I can use devices to build cohesion, including adverbials of time, place and number.
- ❖ I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- ❖ I can use modal verbs or adverbs to indicate degrees of possibility.

#### Text Structure

- ❖ I can produce internally coherent paragraphs in a logical sequence.
- ❖ I can use further organisational and presentational devices to structure text and to guide the reader.
- ❖ I can propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in my own and others' writing.
- ❖ I can write using tense consistently and correctly throughout.
- ❖ I understand that common group nouns take the singular verb form.
- ❖ I can identify examples of informal speech patterns and structures in

	<p>errors quickly and I know how to correct them.</p> <ul style="list-style-type: none"> <li>❖ I can work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer.</li> </ul>	<p>my own and others' writing and amend or suggest amendments to reflect Standard English usage where appropriate.</p> <ul style="list-style-type: none"> <li>❖ I can use the present perfect form of verbs to mark relationships of time and cause.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>❖ I can identify which word, phrase or clause of a sentence I am writing or proof-reading needs parenthesis.</li> <li>❖ I can decide whether brackets, dashes or commas are the most appropriate and I use all three confidently.</li> <li>❖ I am consistent in deploying commas to clarify meaning or avoid ambiguity.</li> </ul>
<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>❖ I can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts.</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>❖ I can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.</li> <li>❖ I can read books that are structured differently for a range of purposes, with independence.</li> <li>❖ I can independently make comparisons within and between books,</li> </ul>	

comparing characters, considering viewpoints of authors and of fictional characters.

- ❖ I am increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, science fiction.
- ❖ I can recognise and discuss themes and conventions in age-appropriate texts and explain themes in the context of the writing (e.g. loss or heroism).
- ❖ I know by heart a wide range of age-appropriate poems.
- ❖ I can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using my own words and key vocabulary from the text.
- ❖ I can monitor reading of age-appropriate texts for sense and self-correct when I misread. I can usually explore how a known word can have different meanings in a new context.
- ❖ I can ask myself questions to improve my understanding when independently reading an age-appropriate text.
- ❖ I can draw inferences from my independent reading of age-appropriate texts and explain thinking, returning to text to support my opinions.
- ❖ I can read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next.
- ❖ I can identify language, including figurative language, in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader.
- ❖ I can identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and sometimes demonstrate my understanding of how these help the reader draw



	<p>meaning from the text.</p> <ul style="list-style-type: none"> <li>❖ I can distinguish between fact and opinion.</li> <li>❖ I can identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them.</li> <li>❖ I can share my opinions about age-appropriate books I have read independently and usually make appropriate recommendations to my peers.</li> <li>❖ I can take part in discussions about age-appropriate books I have read or heard.</li> <li>❖ I can explain and discuss my understanding of what I have read through formal presentations and debates.</li> <li>❖ I can provide explanations for my views.</li> </ul>
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**Year 6**

<b>What to cover</b>	<b>Expectations</b>
<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>❖ fiction from literary</li> <li>❖ heritage/classic narrative</li> <li>❖ stories from other cultures</li> <li>❖ plays</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>❖ biography</li> <li>❖ balanced argument (discussion)</li> <li>❖ non-chronological report</li> </ul> <p><b>Poetry</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>❖ 4 x 30 minute taught whole class reading sessions a week (or 1 x 1 hour + 2 x 30 mins a week).</li> <li>❖ Hear each child read 1:1 termly (at least 6 times a year) plus extra for those who are struggling.</li> <li>❖ Reading intervention for children off track.</li> <li>❖ Whole class story session.</li> <li>❖ If you choose to use a RIC starter from Mrs P Teach website, please select from KS2 examples, slides 46-62.</li> </ul> <p><b>SPaG/Phonics</b></p> <ul style="list-style-type: none"> <li>❖ Daily spelling or grammar session. Spelling linked to Twinkl spelling list and grammar linked to Year 6 objectives.</li> </ul> <p><b>Storytelling/English</b></p> <ul style="list-style-type: none"> <li>❖ 4 sessions a week (min), using a range of stimulus for writing rather than one set text, with</li> </ul>

<ul style="list-style-type: none"> <li>❖ kenning</li> <li>❖ prose poetry</li> <li>❖ oxymoron poetry</li> </ul>	<p>opportunities for shared writing, independent writing and editing.</p> <ul style="list-style-type: none"> <li>❖ Weekly session following Penpals.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>❖ Use of Classroom Monitor as an on-going assessment tool.</li> <li>❖ Past SATs papers in December.</li> <li>❖ Mock SATs week in the Spring Term.</li> <li>❖ SATs week in May.</li> </ul>	
<p><b>Terminology for Year 6:</b> subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>		
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>❖ I talk confidently and fluently in a range of situations, using formal and Standard English if necessary.</li> <li>❖ I ask questions to develop ideas and take account of others' views.</li> <li>❖ I explain ideas and opinions, giving reasons and evidence.</li> <li>❖ I take an active part in discussions and can take on different roles.</li> <li>❖ I listen to, and consider, the opinions of others' in discussions.</li> <li>❖ I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>❖ I can sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>❖ I can express possibilities using hypothetical and speculative language.</li> <li>❖ I engage listeners through choosing appropriate vocabulary and register that is matched to the content.</li> <li>❖ I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>❖ I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, context and atmosphere.</li> </ul>		
<p><b>Writing Transcription</b></p> <p><u>Spelling</u></p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>❖ I can write effectively for a range of</li> </ul>	<p><b>Grammar and Punctuation</b></p> <p><u>Sentence Structure</u></p>

<ul style="list-style-type: none"> <li>❖ I can spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>❖ I can maintain legibility in joined handwriting when writing at speed.</li> </ul>	<p>purposes and audiences, selecting language that shows good awareness of the reader.</p> <ul style="list-style-type: none"> <li>❖ I can describe settings, characters and atmosphere in narrative.</li> <li>❖ I can integrate dialogue in narratives to convey character and advance the action.</li> </ul>	<ul style="list-style-type: none"> <li>❖ I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>❖ I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</li> <li>❖ I can use verb tenses consistently and correctly throughout their writing.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>❖ I can use the range of punctuation taught at key stage 2 mostly correctly.</li> </ul>
<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>❖ I can use my knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>❖ I can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books that I have read for myself, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.</li> <li>❖ I can select and read books making effective use of the structure.</li> <li>❖ I can make comparisons within and between books and between versions of the</li> </ul>	

same text, giving examples to support opinions.

- ❖ I am familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres.
- ❖ I can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.
- ❖ I can select and learn by heart an increasing range of age-appropriate poems.
- ❖ I can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.
- ❖ I can monitor reading for sense and self-correct when I misread and I can explore how the same word can have different meanings in different contexts.
- ❖ I can ask myself questions to improve my understanding when independently reading age-appropriate texts.
- ❖ I can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.
- ❖ I can draw inferences from my independent reading of age-appropriate texts and explain my thinking, routinely returning to text to support opinions.
- ❖ I can read 'between the lines' when independently reading an age-appropriate text and draw on my own experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.
- ❖ I can identify language, including figurative language, in age-appropriate texts that the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader.
- ❖ I can identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and sometimes demonstrate my understanding of how these help the reader draw meaning from the text.
- ❖ I can distinguish opinions and assertions from facts, questioning what I read and looking for evidence to support questions within a text or in footnotes or

	<p>references (when reading age-appropriate texts).</p> <ul style="list-style-type: none"><li>❖ I can identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. I can record information in a form that can be easily retrieved.</li><li>❖ I can share my opinions about age-appropriate books that I have read independently and usually make appropriate recommendations to my peers, giving reasons for my choices.</li><li>❖ I can take part in discussions about age-appropriate books they I have read or heard.</li><li>❖ I can give thorough explanations of my points and prepare responses to likely conflicting opinions.</li><li>❖ I can justify views, usually offering coherent evidence to support them.</li></ul>
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Progression map created: May 2020

\* extra objective added in using NC Appendices – not showing on Classroom Monitor.