

English Programmes of Study

3/4

My handwriting is legible with all letters the same height and the correct distance apart from each other.

I know which letters are appropriate to join when writing.

Handwriting

I know that some words sound different to how they are spelt.

I can use my existing knowledge of a range of different words to help me with the understanding of new words.

I can use my existing knowledge of a range of different words to help me to read aloud.

Reading Words

I understand how books are set out to help the reader identify the meaning and can use non fiction books to find out things.

I can tell what the main ideas in a book are from reading a few paragraphs.

I can predict events in stories from what I have read.

I use evidence from different parts of the text to support my inference.

I ask questions to help me understand more about a book.

I can recognise different types of poetry.

I can discuss words and phrases that interest me.

I can talk about different types of stories I have read.

I can use a dictionary to check the meaning of words.

I can choose from a wide range of books that are different but give me the required information.

I can show that I understand a range of texts I have read.

Reading Comprehension

I can write simple sentences from memory that have been read to me, using the correct punctuation.

When using a dictionary, I am able to use the first two or three letters of a word to check meaning.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

I am able to spell words that are often misspelt.

I can spell an increasing range of homophones.

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

Writing Transcription

I can read my writing to an audience in an entertaining manner.

I reread my work and check for mistakes.

I can edit my own work and that of others and add improvements.

I can organise my writing by using headings and sub-headings.

I can organise my writing using different settings, characters and plot.

I can draft my work in paragraphs.

I am using an increasing range of sentence structures and sophisticated vocabulary.

I am able to use ideas to plan my writing.

I plan my writing by looking at similar texts I have written before discussing the structure and vocabulary.

Writing Composition

I use inverted commas to open and close speech.

I use headings and sub-headings to structure and present my work.

I group ideas I write about into paragraphs.

I know when to use 'a' or 'an' depending on what the next word is.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can write sentences which contain more than one clause, by using a wide range of conjunctions.

Vocabulary, Grammar & Punctuation Year 3

I describe nouns in detail when I need to write about a complex object.

I can punctuate speech in a text.

I can correctly use the possessive apostrophe with plural nouns.

I know that there is a difference between the way I write and talk.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing.

I am developing my understanding of choosing nouns and pronouns appropriately to improve my writing.

I use commas after fronted adverbials.

Vocabulary, Grammar & Punctuation Year 4

I can spell homophones and near homophones.

I can use the possessive apostrophe with plural words.

I can spell words which have 'ei', 'eigh' and 'ey' in them such as vein, weigh and obey.

I can spell words with the 's' sound spelt 'sc' such as 'science'.

I can spell words ending with the 'k' sound spelt '-que' such as unique.

I can spell words ending with the 'g' sound spelt '-gue' such as tongue.

I can spell words with the 'sh' sound spelt 'ch' such as chef.

I can spell words with the 'k' sound spelt 'ch' such as chorus.

I can spell words ending in, -tion, -sion, -ssion and -cian.

I can spell words ending in the 'ure' sound such as treasure.

I can spell words with the suffixes -ation, -ly and -ous.

I can spell words with the prefixes, dis-, mis- and in-.

I can spell words with 'ou' in then such as young and touch.

I can spell words with the 'y' sound spelt 'y' such as 'myth'.

I can add suffix rules correctly.

Spellings

English Programmes of Study

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I am able to justify my views.	I can use a thesaurus to extend my vocabulary.	I read aloud my own work so that meaning is clear, fluent and flows correctly.	I use commas to structure and clarify the meaning of a text.	I use a colon to indicate the beginning of a list and use bullets when writing a list.	I can spell homophones and other words that are often confused such as practice and practise.
I contribute towards discussion and debates.	I use the first three or four letters of a word to find it quickly in a dictionary.	I proof-read my work to correct spelling and punctuation mistakes.	I link paragraphs using time, place, number or tense choices.	I mark out separate clauses in sentences by using a semi-colon or colon.	I can spell words with silent letters such as doubt, island, solemn and thistle.
I can retrieve, record and present information.	I know that some words do not follow regular rules and need to be learnt differently.	I ensure that I use the consistent and correct use of tense throughout a piece of writing.	I use word structures such as then, after that to make my paragraphs more interesting.	I structure my work with appropriate headings, sub-headings columns, bullets or tables.	I can spell words with the letter string 'ough' such as thought and although.
I can distinguish between fact and opinion.	I use the words and word parts that I know to help me spell new words.	I evaluate and edit my work to ensure it is of a high quality.	I can use a range of verb prefixes (such as dis-, de-, mis-, over- and re-).	I link ideas across my work using a range of devices such as ellipses and use phrases such as 'on the other hand'.	I can spell words with 'ei' after 'c' such as deceive, receive and perceive.
I choose the writing tool that is best suited for a task.	I know some words are sound the same but are spelled differently.	I use headings, bullet points and underlining to structure and guide a reader through my writing.	I begin sentence clauses with who, which, where, when, whose, that or with.	I can correctly use the possessive apostrophe with plural nouns.	I can use hyphens accurately for words such as co-operate and co-own.
I make sure others can read my handwriting and decide whether or not to join specific letters.	I can use a dictionary to check how words are spelled and what words mean.	I use themes and detail to link paragraphs in a flow of text.	I can talk about my work using a range of grammar I have been taught.	I know some words have similar meaning (synonyms) and others have the opposite (antonyms).	I can add suffixes to words ending in '-fer' such as referring, referee and transference.
I can ask questions about what I have read.	I can spell words that include silent letters, such as 'scissors and 'knowledgeable'.	I can précis a longer passage to create a short text with the same meaning.	I use brackets, dashes or commas to create an explanation section in a sentence.	I use passive verbs to affect the focus of information in a sentence.	I can spell words ending in -'able', -'ible', -'ably' and -'ibly' such as adorable, forcible, applicably and horribly.
I draw inferences from what I have read and justify with evidence.	I add prefixes and suffixes using the rules we have worked on in class.	I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and improve meaning.	I can use modal verbs (such as can could, may must) to explain how something may be possible.	I can write out formal speech or texts using appropriate vocabulary.	I can spell words ending in -'ant', -'ance', -'ent' and -'ency' such as observant, substance, confident and emergency.
I can read aloud with appropriate intonation, tone and volume.	I plan my writing by taking notes and researching.	I use the ideas from other authors to develop characters and settings.	I plan the structure of my writing based on the audience and purpose.	I use hyphens to ensure the reader understands exactly what I mean.	I can spell words that end in -'cial' and 'tial' such as official and essential.
I have learnt a wider range of poems by heart.	I can make predictions from what I read.	I plan my writing by taking notes and researching.			I can spell words that end in -'cious' or -'tious' such as vicious and ambitious.
I can make comparisons about books.	I continue to read and discuss a wide range of texts.				
I can recommend books I have read to others.					
I am familiar with a range of texts including books from different cultures.					
I can make predictions from what I read.					
I continue to read and discuss a wide range of texts.					

Handwriting

I apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Reading Words

Reading Comprehension

Writing Transcription

Writing Composition

Vocabulary, Grammar & Punctuation Year 5

Vocabulary, Grammar & Punctuation Year 6

Spellings