

READING – WORD READING

- apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1
- read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

WRITING Composition

- plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
- plan his/her writing by discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- draft and write by organising paragraphs around a theme
- draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- draft and write non-narrative material, using simple organisational devices
- evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

READING – COMPREHENSION

- maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
- maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
- maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
- maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
- understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
- understand what he/she reads by asking questions to improve his/her understanding of text with increasing complexity
- understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
- understand what he/she reads by predicting what might happen from details stated and implied
- understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these
- understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- retrieve and record information from non-fiction over a wide range of subjects
- participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Writing: Transcription – Spelling

- use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-
- understand and add suffixes -ation, -ous
- add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
- spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique
- spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
- spell more complex words that are often misspelt English Appendix 1
- spell words with the 's' sounds spelt 'sc' e.g. science, scene
- place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
- use the first three or four letters of a word to check its spelling in a dictionary
- write sentences from memory, dictated by the teacher, that include words and punctuation taught so far

WRITING: Transcription – Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

WRITING Vocabulary, Grammar and Punctuation

- understands the grammatical difference between plural and possessive -s
- use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
- use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair
- use fronted adverbials e.g. Later that day, I heard the bad news.
- use paragraphs to organise ideas around a theme
- make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down!
- use apostrophes to mark plural possession e.g. the girl's name, the girls' names
- use commas after fronted adverbials
- understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial