

English Progression – Autumn

These are suggested termly focus objectives. They by no means should restrict teaching/planning if class teachers wish to move on more quickly or return to consolidate a particular skill. This document is designed to ensure that all objectives are covered. Different classes may need to revisit some objectives more regularly depending on understanding. Speaking and listening objectives should be cross curricular and woven into the curriculum all year.

	Writing	Reading
Reception Autumn	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words Hears and says the initial sounds in words 	<p>Speaking</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Maintains attention concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. <p>Reading</p> <ul style="list-style-type: none"> Hears and says initial sounds in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them. <p>Comprehension</p> <ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influence by their experiences of books Knows that information can be retrieved from books and computers
	Writing	Reading
Year 1 Autumn	<p>Transcription – Spelling</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell some common exception words. Name the letters of the alphabet in order Use the prefix un- Adding -ed and ing to single words. <p>Transcription – Handwriting</p> <ul style="list-style-type: none"> Sit correctly at a table, holding tripod pencil grip comfortably and correctly. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Can hold paper in position and use preferred hand for writing. Can write on the lines, have an awareness of spacing between words and control letter size. <p>Composition</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop. Use capital letters for own name and pronoun I. To understand how words join to make sentences. Join words and clauses using 'and' <p>Terminology - letter, capital letter, word, sentence, full stop, sentence opener, conjunction.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge as a route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes. To begin to sight read common exception words. Read words containing taught GPCs and -s, -es, -ing, -ed endings. Re-read these books to build up their fluency and confidence in word reading <p>Comprehension</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences. Participate in discussion about what is read to them, taking turns and listening to what others say. Drawing on what they already know or on background information and vocabulary provided by the teacher.

	Writing	Reading
<p>Year 2 Autumn</p>	<p>Transcription - Spelling</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known. Learning new ways of spelling phonemes for which one or more spellings are already known Learn to spell some common exception words. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Review of using er and est in adjectives and introduce adding ly. <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Use spacing between words that reflects the size of the letters. <p>Composition</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about. Encapsulating what they want to say, sentence by sentence. Develop positive attitudes and stamina through writing for a range of purposes in a number of styles (narratives about personal experiences - real and fictional, writing about real events, poetry). <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks. Using conjunctions - subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use the present and past tenses correctly and consistently including the progressive form. <p>Terminology - suffix, adjective, compound, punctuation, conjunction, tense (past, present)</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read some Year Two common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Drawing on what they already know or on background information and vocabulary provided by the teacher. Asking and answering questions. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

	Writing	Reading
Year 3 Autumn	<p>Transcription - Spelling (RWI unit 1-5, Special Focus 1 & 2)</p> <ul style="list-style-type: none"> • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (dis - , un-, -ture, -ous, -ly) • Add im- to root words beginning with m or p. • Spell more complex homophones and near homophones (no/know, write/right, where/were, meet/meat, great/grate, bear/bare, break/brake, weak/week) • Recap on Year 1 & Year 2 common exception words. • Use the first 2 or 3 letters in a word to check its spelling in a dictionary. • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Increase familiarity of the Y3 and 4 common statutory spelling words (answer, island, February, length, strength, business) <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use correct tripod grip, paper tilt and spacing between words that reflects the size of the letters. <p>Composition</p> <ul style="list-style-type: none"> • Write for different purposes (about personal experiences) with an awareness of many fiction and non-fiction structures. • Write simple poetry. • Encapsulate what they want to say, sentence by sentence and read aloud what they have written with appropriate intonation to make the meaning clear. • Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. • Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Proofread to check for sense, correct use of tense and errors in spelling, punctuation and grammar (e.g. to check that the ends of sentences are punctuated correctly) • Use new vocabulary from their reading, their discussions about it (one-to-one and whole class) and from their wider experiences. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Use the present tense and the past tense mostly correctly and consistently • Form different types of sentence: statement, question, exclamation, command • Use some features of written Standard English • Use coordination (or/and/but) and some subordination (when/if/that/because) • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). • Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. <p>Terminology - noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Continue to use their phonic knowledge to decode accurately and quickly with some support for longer unknown words) • To apply their growing knowledge of root words and prefixes, including im-, dis-, un-, to begin to read aloud. • Read some Y 3 and 4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Introduced to a range of texts (fiction and non-fiction) that are structured in different ways and for a range of purposes. • Become familiar with a wide range of books, including fairy tales, myths and legends and can retell a few of these orally. • Identify typical story themes e.g. trial and forfeits, good and evil, weak over strong, wise and foolish. • Use dictionaries to locate words using the initial letter. Use terms such as definition. • Ask questions about a text to ensure they understand events or ideas in a text. • Retell a story giving the main events. Retell some important information they've found out from a text. • Draw together information from across a number of sentences to sum up what is known about a character, event or idea • Check that the text makes sense to them, discusses their understanding and explains the meaning of words in context. • Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. • Make inferences on the basis of what is said and done. • Make and justify predictions based on clues such as pictures, illustrations, titles and showing an understanding of the ideas, events or characters. • Discuss their favourite words and phrases and justify opinions.

	Writing	Reading
Year 4 Autumn	<p>Transcription - Spelling (RWI units 1-5, Special Focus 1 & 2)</p> <ul style="list-style-type: none"> • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (dis - , un- , in- , auto- , -ly , inter-) • Words ending in zhuh spelt -sure. • The short u sound spelt ou. • Spell more complex homophones and near homophones (groan/grown, main/mane, reign/rein, peace/piece, berry/bury) • Use spelling knowledge to use a dictionary more efficiently. • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Spell many of the Y3 and 4 common statutory spelling words correctly. <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> • 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 their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Composition</p> <ul style="list-style-type: none"> • Explicitly use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others' work to check for errors and suggest and make improvements. • Independently organise their writing into paragraphs around a theme. • Occasionally, compose and rehearse sentences orally (including dialogue) • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • Make deliberate ambitious word choices to add detail. • Create settings, characters and plot in narratives. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Use the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', and 'although'. • Use a varied range of conjunctions, adverbs and prepositions to show time, place and cause. • Use capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. • Punctuate direct speech accurately, including the use of inverted commas. <p>Terminology - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, and inverted commas (or speech marks)</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read most words fluently and attempt to decide any unfamiliar words with increasing speed and skill. • Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Applies their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet and read fluently. • To read most of the Y3/Y4 exception words discussing the unusual correspondences between spelling and these occurring in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Listens to and discusses a wide range of texts that are structured in different ways and for a range of purposes. • Begin to be aware of social, moral or cultural issues or themes in stories e.g. the dilemmas faced and dealt with by the characters and the moral of the story. • Starts to refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters. A diary written in the first person or the use of presentation devices (such as numbering and headings). • Recognise different forms of poetry e.g. free verse, narrative. • Perform poems and play scripts starting to consider the impact of the performance on the listener with consideration to intonation, tone, volume and actions. • Locate the words in a dictionary by the third and fourth place letters. • Begin to ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. • Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. • Locate, retrieve and collect the key information graphical representations of texts. • Deduce the reasons for the way that characters behave from scenes across a short story. • Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. • Check that the text makes sense to them, discussing and explaining the meanings of words in context. • Confidently retrieve and record information from non-fiction texts.

	Writing	Reading
Year 5 Autumn	<p>Transcription - Spelling (RWI units 1-5, Special Focus 1-4)</p> <ul style="list-style-type: none"> Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (-ible, -able, -ibly, -ably) Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. Increase familiarity with the Y5 and 6 common statutory spelling words (accompany, according, appreciate, attached, accommodate, aggressive, rhyme, rhythm, symbol, system, forty, curiosity) Words with the silent letter b. Words that contain the letter string ough. Spell more complex homophones and near homophones (cereal/serial, heard/herd, steal/steel, stationery/stationary, father/farther, allowed/aloud, guessed, guest, passed/past, lead/led) <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. <p>Composition</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally and in writing (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Independently and consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. Write a wide range of narratives and non-narrative pieces using a consistent and appropriate structure (including genre specific layout devices). Select and use a range of narratives that are well-structured and well-paced. Create detailed settings, characters and plot in narrative to engage the reader and to add atmosphere. Read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. 'The heroic soldier with unbreakable spirit'. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it. Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and always ending with punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. <p>Terminology - Recognise and use the terms determiner, pronoun, possessive, pronoun and adverbial.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including able/-ably and -ible/ibly, to read aloud fluently. To read some Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> Compare longer books that are structured in different ways and for a range of purposes. Begin to distinguish between plot events/details and the main themes in the texts that they read. Identify how ideas and themes are explored and developed over a text e.g. how a story opening can link to the ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. Use a dictionary effectively to locate word meanings and other information about words e.g. by using alphabetical order, abbreviations, determining the most relevant definition by context. Start to identify aspects of a text that they are not sure about. Ask questions to clarify their understanding or research the topic to find out more. Develop an active understanding towards reading; seeking answers, anticipating events, empathising with characters and imagining events that are described. Use knowledge of texts and organisation devices to confidently retrieve, record and discuss information from fiction and non-fiction texts (diagrams, flow charts and forms where it is presented graphically). Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with appropriate and relevant evidence. Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Make predictions based on details stated and implied justifying them in detail with evidence from the text. Discuss vocabulary used by the author to create effect including figurative language.

	Writing	Reading
Year 6 Autumn	<p>Transcription - Spelling (RWI units 1-5, Special Focus 1-5)</p> <ul style="list-style-type: none"> • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (-ing, -ed, -er, est, y, -tion, -ous, -ant, -ly, -ness, -ful, -less, -ment) • Doubling the final consonant when a suffix is added. • Identifying the root word. • Words containing the letter string ough. • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Spell more complex homophones and near homophones (principal/principle, bridal/bridle, proceed/precede, weary/wary) • Spell many of the Y5 and 6 common statutory spelling words correctly (communicate, community, committee, harass, occur, occupy, profession, sufficient, correspond, apparently, opportunity, guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance). <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> • Develop fluidity and speed yet be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. <p>Composition</p> <ul style="list-style-type: none"> • Confidently, plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to assess the effectiveness of their own and others' writing work making necessary corrections and improvements. Edit to précis longer passages by removing unnecessary repetition or irrelevant details. • Consistently link ideas across paragraphs. • Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • Use dialogue appropriately to convey a character and advance the action. • Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use a wide range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • Ensure consistent and correct use of tense throughout all pieces of writing. • Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later); place adverbials (e.g. nearby) and number (e.g. secondly). • Use relative clauses beginning with a relative pronoun (who, which, when, whose, that) with confidence and use omitted relative pronouns, e.g. Professor Scriffle, a famous inventor, had made a new discovery. • Use commas consistently and accurately to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. <p>Terminology -recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>Word Reading</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Develop their personal reading stamina and complete independent reading of some longer texts. • Understand how a writer develops themes, ideas or points of view over a text. • Identify how the narrator or author's voice influences the reader's point of view and frames their understanding and how this can change over the journey of a text. • In non-fiction texts start to distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over text e.g. autobiographies. • Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. • Uses dictionaries, glossaries and other alphabetically ordered lists confidently and efficiently in order to locate information about words met in reading. • Begin to identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. • Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. • Link parts of a text together in order to understand how details or specific sections support a main point or idea. Accept uncertainty about the ideas or events described in a text where the author is deliberately obscuring the meaning. • Summarise the main ideas drawn from more than one paragraph; identify key details to support the main ideas. • Use evidence from the text to explain events or ideas. • Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence • Make plausible justified predictions which they can modify with further evidence. • Analyse and evaluate the use of language using terminology such as metaphor and simile. • Confidently use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

English Progression – Spring

	Writing	Reading
Reception Spring	<ul style="list-style-type: none"> Continues a rhyming string. Can segment sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet. 	<p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduces a storyline or narrative to their play. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understands humour e.g nonsense rhymes, jokes Able to follow story without props. Listen and responds to ideas expressed by other in conversation or discussion. <p>Reading</p> <ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. <p>Comprehension</p> <ul style="list-style-type: none"> Continues a rhyming string Enjoys an increasing range of books
	Writing	Reading
Year 1 Spring	<p>Transcription - Spelling</p> <ul style="list-style-type: none"> Spell many common exception words. Use letter names to distinguish between alternative spellings of the same sound. Use the prefix un- Use -ing, -ed where no change is needed in the spelling of root words (for example, helping, helped). <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Show more consistency with spacing between words. <p>Composition</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> Consolidate punctuating sentences using a capital letter and a full stop and begin to use question marks or exclamation marks. To use capital letters for names of people and places. Join words and clauses using 'and' <p>Terminology - prefix, suffix, letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, adjective, noun, verb.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To sight read many common exception words. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing the significance of the title and events. Predicting what might happen on the basis of what has been read so far

	Writing	Reading
Year 2 Spring	<p>Transcription - Spelling</p> <ul style="list-style-type: none"> • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell some words with contracted forms • Learn to spell many common exception words. • Add suffixes to spell longer words, including -ment, -ness. • Formation of nouns using -ness and -er. learning the possessive apostrophe (singular) [for example, the girl's book] <p>Transcription - Handwriting Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Composition</p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary. • Evaluating their writing with the teacher and other pupils • Develop positive attitudes and stamina through writing for a range of purposes in a number of styles (narratives about personal experiences - real and fictional, writing about real events, poetry). • Develop positive attitudes and stamina through writing for a range of purposes in a number of styles (narratives about personal experiences - real and fictional, writing about real events, poetry). <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Consolidating how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks and commas for lists. • Recognise different sentence forms: statement, question, exclamation, command. • Using conjunctions - subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • To use expanded noun phrases to describe and specify. <p>Terminology - noun, noun phrase, statement, question, command, exclamation, comma, conjunction, adjective, adverb, verb.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read word containing common suffixes. • To read many Year Two common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Recognising simple recurring literary language in stories and poetry. • Predicting what might happen on the basis of what has been read so far. • Being introduced to non-fiction books that are structured in different ways. • Asking and answering questions.

	Writing	Reading
<p>Year 3 Spring</p>	<p>Transcription - Spelling (RWI units 6-10, Special focus 3)</p> <ul style="list-style-type: none"> • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words them (-ation, -ion, -ian). • Spell words with a /k/ sound spelt ch e.g. scheme, chorus, chemist, echo, character. • Spell words with a /sh/ sound spelt with a ch e.g. chef, chalet, machine, brochure. • Spell words with the /i/ sound spelt y in a position other than at the end of words e.g. mystery, gym. • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Use the first 2 or 3 letters in a word to check its spelling in a dictionary. • Spell some of the Y3 and 4 common statutory spelling words correctly. <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Composition</p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • Begin to organise their writing into paragraphs around a theme. • Compose and rehearse sentences orally (including dialogue) • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) • Make deliberate ambitious word choices to add detail. • Begin to create settings, characters and plot in narratives. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Be aware of using the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', and 'although'. • Use a range of conjunctions, adverbs and prepositions to show time, place and cause. • Use capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. • Punctuate direct speech accurately, including the use of inverted commas. <p>Terminology - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, and inverted commas (or speech marks)</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • When needed, use their phonic knowledge to decode accurately and quickly (with some support for longer unknown words) • Continue to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter- super- anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes including -ation, -tion, and -cian) to help them read aloud. • Read many Y3 and 4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to an increasing range of texts that are structured in different ways and for a range of purposes. • Become familiar with a wide range of books, including fairy tales, myths and legends and can retell some of these orally. • Discuss how characters' feelings, behaviour, and relationships change over a text. • Develop knowledge of different forms of poetry e.g. haiku, tanka, cinquains, limericks. • Is guided to prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions. • Locate words in a dictionary by the first two letters. Know the quartiles. • With encouragement, ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. • Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. • Give reasons why things happen where this is directly explained in the text. • Understand how what a character says or does impacts on other character, or on the events described in the narrative. Infer character's feelings in fiction. • Use immediate clues and what they have read already to make predictions about incidents, events, ideas or topics will be developed or concluded. • Discuss word meaning and link to words already known. • Retrieve and record information from non-fiction texts with some independence.

	Writing	Reading
<p>Year 4 Spring</p>	<p>Transcription - Spelling (RWI units 6-10, Special Focus 3)</p> <ul style="list-style-type: none"> • Spell most of the Y3 and 4 common statutory spelling words correctly. • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (-ous, -il, -un, in-, mis-, dis-) • Words with the ay sound spelt ei, eigh, ey. • Words with the s sound spelt sc. • Possessive apostrophes with plural words. • Words ending in zhun spelt -sion. <p>Transcription - Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>Composition</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. • Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices). • Write a range of narratives that are well-structured and well-paced. • Create detailed settings, characters and plot in narrative to engage the reader and to add atmosphere. • Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Always maintain an accurate tense throughout a piece of writing. • Always use Standard English verb inflections accurately, eg 'we were' rather than 'we was' and 'I did' rather than 'I done'. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. 'The heroic soldier with unbreakable spirit'. • Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it. • Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and always ending with punctuation within the inverted commas. • Consistently use apostrophes for singular and plural possession. <p>Terminology - recognise and use the terms determiner, pronoun, possessive, pronoun and adverbial.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read many words fluently and attempt to decide any unfamiliar words with increasing speed and skill. • Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Applies their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet and read fluently. • To read the majority of the Y3/Y4 exception words discussing the unusual correspondences between spelling and these occurring in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Reads and discusses an extensive range of longer texts which are structured in different ways for a range of purposes to develop reading stamina. • Identify social, moral or cultural issues or themes in stories e.g. the dilemmas faced and dealt with by the characters and the moral of the story. • Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters. A diary written in the first person or the use of presentation devices (such as numbering and headings). Confidently recognise different forms of poetry. • Perform poems and play scripts considering the impact of the performance on the listener with consideration to intonation, tone, volume and actions. • Use the quartiles of the dictionary to locate words quickly. • Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. • Independently, summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. • Express and record understanding of information orally, using simple graphics or writing. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. • Make predictions about a text based on prior knowledge of the topic, event or type of text and modify predictions as they read on. • Discuss author's choice of words and phrases for effect. • Begin to use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

	Writing	Reading
<p>Year 5 Spring</p>	<p>Transcription – Spelling (RWI units 6-10, Special Focus 6-10)</p> <ul style="list-style-type: none"> • Spell some of the Y5 and 6 common statutory spelling words correctly (embarrass, excellent, exaggerate, especially, interrupt, immediately, suggest, marvellous, necessary, programme, recommend, convenience, muscle, disastrous, neighbour, interfere) • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (-ent, -ence, -ant, -ance, -ancy, -cious) • The ee sound spelt ei. • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Spell more complex homophones and near homophones (affect/effect, accept/except, advice/advise, practise/practice) <p>Transcription – Handwriting Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p> <p>Composition</p> <ul style="list-style-type: none"> • Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • Proofread their work to assess the effectiveness of their own and others' writing, making necessary corrections and improvements. • Consistently link ideas across paragraphs. • Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • Regularly use dialogue to convey a character and advance the action. • Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • Ensure consistent and correct use of tense throughout all pieces of writing. • Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later); place adverbials (e.g. nearby) and number (e.g. secondly). • Use relative clauses beginning with a relative pronoun (who, which, when, whose, that) with confidence and use omitted relative pronouns, e.g. Professor Scribble, a famous inventor, had made a new discovery. • Use commas consistently to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. <p>Terminology -recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -ant/-ance/-ancy, -ent/-ence/-ency to read aloud fluently. • To read many of Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Make some comparisons within and across books. • Distinguish between plot events/details and the main themes in the texts that they read. • Identify how ideas and themes are explored and developed over a text e.g. how a story opening can link to the ending or how characters change over a narrative. • Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. • Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. • Use a dictionary effectively to locate word meanings and other information about words e.g. by using alphabetical order, abbreviations, determining the most relevant definition by context. • Identify aspects of a text that they are not sure about. • Ask questions to clarify their understanding or research the topic to find out more. • Develop an active understanding towards reading; seeking answers, anticipating events, empathising with characters and imagining events that are described. • Establish what is known about characters, events and ideas in narrative and non-narrative retrieving details and example from the text to back up their understanding or argument. • Draws inferences such as inferring characters feelings, thoughts and motives from their subtle actions and justifying inferences with evidence. • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. • Evaluate the author's language and explain how it has created an impact on the reader. • Start to use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

	Writing	Reading
<p>Year 6 Spring</p>	<p>Transcription – Spelling (RWI units 6-10, Special Focus 6-10)</p> <ul style="list-style-type: none"> • Spell most of the Y5 and 6 common statutory spelling words correctly (leisure, language, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical, available, category, existence, controversy, explanation, identify, variety, ancient)) • Use prefixes and suffixes and how they can change the meaning and function of words (-ible, -able) • Spell more complex homophones and near homophones (morning/mourning, compliment/complement, assent/ascent, draft/draught) • The sh sound spelt ti, ci, si or ssi. • Words with silent letters. • The spellings ei and ie. • Spell words that contain hyphens. • Common mistakes (whose/who's, its/it's, your/you're, theirs/there's) <p>Transcription – Handwriting Write legibly, fluently and with increasing speed by choosing the writing implements suited for the task and which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Composition</p> <ul style="list-style-type: none"> • Note down and develop initial ideas, drawing on reading and research where necessary. • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Use a wide range of devices to build cohesion within and across paragraphs. • Habitually proofread for spelling and punctuation errors. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) • Distinguish between the language of speech and writing and to choose the appropriate level of formality. • Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. • Use the subjunctive form in formal writing. • Use the perfect form of verbs to mark relationships of time and cause (e.g. have, will have, had). • Use the passive voice. • Use question tags in informal writing. • Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Terminology -recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>	<p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Make comparisons within and across books including books from their own personal reading. • Understand how a writer develops themes, ideas or points of view over a text. • Identify how the narrator or author's voice influences the reader's point of view and frames their understanding and how this can change over the journey of a text. • In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over text e.g. autobiographies. • Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. • Uses dictionaries, glossaries and other alphabetically ordered lists confidently and efficiently in order to locate information about words met in reading. • With increasing confidence, identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. • Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. • Link parts of a text together in order to understand how details or specific sections support a main point or idea • Accept uncertainty about the ideas or events described in a text where the author is deliberately obscuring the meaning. • Summarise the main ideas drawn from more than one paragraph; identifies key details to support the main ideas. • Identify similarities and differences between characters, places, events, objects and ideas in texts. • Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. • Make plausible justified predictions and modify their predictions with further reading. • Analyse and evaluate the use of language using terminology such as metaphor, simile and imagery. • Retrieve, record and present information from non-fiction texts.

	Writing	Reading
Reception Summer	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others • Know the best sitting position. • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. • Can form some continuous cursive letters. 	<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from texts when appropriate <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; <p>Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; - • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling narratives using their own words and new vocabulary. • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during role play, discussions about stories, non-fiction, rhymes and poems.

	Writing	Reading
<p>Year 1 Summer</p>	<p>Transcription - Spelling</p> <ul style="list-style-type: none"> • Spell most common exception words. • Spell days of the week. • Use -ing, -ed, -er and -est where no change is needed in the spelling of root [for example, helping, helped, helper, eating, quicker, quickest]. • Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Transcription - Handwriting Form lower-case letters in the correct direction, starting and finishing in the right place. Use consistent spacing. Form capital letters. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Composition</p> <ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • To use capital letters for the days of the week. • Consolidate punctuating sentences using a capital letter and a full stop and begin to use question marks or exclamation marks. <p>Terminology - suffix, singular, plural, capital letter, full stop, exclamation mark, question mark, conjunction, adjective, verb, noun, punctuation.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read other words of more than one syllable that contain taught GPCs. • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Discussing word meanings, linking new meanings to those already known • Making inferences on the basis of what is being said and done. • Explain clearly their understanding of what is read to them. • Checking that the text makes sense to them as they read and correcting inaccurate reading.

	Writing	Reading
<p>Year 2 Summer</p>	<p>Transcription - Spelling</p> <ul style="list-style-type: none"> • Learning to spell more words with contracted forms. • Learn to spell most common exception words. • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. • Formation of adjectives using -ful and -less <p>Transcription - Handwriting Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words that reflects the size of the letters.</p> <p>Composition</p> <ul style="list-style-type: none"> • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. • Develop positive attitudes and stamina through writing for a range of purposes in a number of styles (narratives about personal experiences - real and fictional, writing about real events, poetry). <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Consolidating all previously taught punctuation plus. apostrophes for contracted forms and the possessive (singular) • To use expanded noun phrases to describe and specify • To use the present and past tenses correctly and consistently including the progressive form. <p>Terminology - contraction, homophone, near homophone, adjective, adverb, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading. • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Comprehension</p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done.

	Writing	Reading
<p>Year 3 Summer</p>	<p>Transcription - Spelling (RWI units 6-10, Special focus 4)</p> <ul style="list-style-type: none"> • Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (re-, -anti, super-, sub-) • Spell more complex homophones and near homophones (chute, shoot, whether, weather, ball, bawl, not, knot, plain, plane, scene, seen, hear, here, be, bee, week, weak, male, mail) • Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. • Use the first 2 or 3 letters in a word to check its spelling in a dictionary. • Spell many of the Y3 and 4 common statutory spelling words correctly. <p>Transcription - Handwriting Develop fluidity and speed alongside refining letter size and placement.</p> <p>Composition</p> <ul style="list-style-type: none"> • Explicitly use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others' work to check for errors and suggest and make improvements. • Independently organise their writing into paragraphs around a theme. • Occasionally, compose and rehearse sentences orally (including dialogue) • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • Make deliberate ambitious word choices to add detail. • Create settings, characters and plot in narratives. <p>Vocabulary, Grammar and Punctuation.</p> <ul style="list-style-type: none"> • Use the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', and 'although. • Use a varied range of conjunctions, adverbs and prepositions to show time, place and cause. • Use capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. • Punctuate direct speech accurately, including the use of inverted commas. <p>Terminology - preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, and inverted commas (or speech marks).</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Draw on their phonic knowledge independently to decode accurately and quickly (needing support infrequently). • Continue to apply their growing knowledge of root words and prefixes, including re-, sub-, super- anti- begin to read aloud. • Apply their growing knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian) to help them read aloud. <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to and discusses a broad range of texts that are structured in different ways and for a range of purposes. • Confident with a wide range of books, including fairy tales, myths and legends and can retell many of these orally. • Identify themes and conventions in a wide range of books. • Be able to talk about different forms of poetry e.g. free verse, narrative. • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions. • Discuss the definitions in a dictionary and agree which is the most useful in context. • Develop independence to ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. • Begin to summarise a sentence or paragraphs by identifying many of the most important elements. • Locate information using contents, index, sub headings, page numbers etc and express and record information using drawings or text. • Draw many inferences, such as the character's feelings, thoughts and motives from their actions and justifies these with relevant evidence. • Begin to update and modify predictions about the events, characters or ideas in a text throughout their reading. • To discuss and clarify the meaning of words linking new meaning to known vocabulary. • Retrieve and record information from non-fiction text with increasing independence.

	Writing	Reading
<p>Year 4 Summer</p>	<p>Transcription - Spelling (RW1 Units 11-14, Special Focus 4)</p> <ul style="list-style-type: none"> • Spell all of the Y3 and 4 common statutory spelling words correctly. • Prefixes and suffixes: understand how to use them according to the spelling rules and how they can change the meaning and function of words (-ion) • The c sound spelt -que and the g sound spelt -gue. • Spell more complex homophones and near homophones (heal/heel, missed/mist, who's/whose, accept/except, affect/effect) • Adding ir- to words beginning with r. <p>Transcription - Handwriting Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>Composition</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally and in writing (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Independently and consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. • Write a wide range of narratives and non-narrative pieces using a consistent and appropriate structure (including genre specific layout devices). • Write a range of narratives that are well-structured and well-paced. • Create detailed settings, characters and plot in narrative to engage the reader and to add atmosphere. • Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Always maintain an accurate tense throughout a piece of writing. • Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. 'The heroic soldier with unbreakable spirit'. • Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it. • Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and always ending with punctuation within the inverted commas. • Consistently use apostrophes for singular and plural possession. <p>Terminology - Recognise and use the terms determiner, pronoun, possessive, pronoun and adverbial.</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read the majority of words fluently and attempt to decide any unfamiliar words with increasing speed and skill. • Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Applies their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet and read fluently. • To read all of the Y3/Y4 exception words discussing the unusual correspondences between spelling and these occurring in the word. <p>Comprehension</p> <ul style="list-style-type: none"> • Discuss and compare texts from a wide variety of genres and writers. • Explain how ideas are developed in non-fiction texts. • Confidently discuss authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters. A diary written in the first person or the use of presentation devices (such as numbering and headings). • Start to identify the features of different forms of poetry. • Perform poems and play scripts and confidently considering the impact of the performance on the listener through the manipulation of intonation, tone, volume and actions. • Uses a dictionary independently to check the meaning of suggested words that they have read. • Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with appropriate evidence. • Make predictions about a text based on prior knowledge of the topic, event or type of text and modify predictions independently as they read on. • Justify predictions from details stated or implied. • Discuss vocabulary used to capture readers' interest and imagination. • Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. • Identify and discuss key sentences and phrases that convey important information. With guidance, make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.

	Writing	Reading
<p>Year 5 Summer</p>	<p>Transcription - Spelling (RWI units 11-12, Special Focus 11 &12)</p> <ul style="list-style-type: none"> Prefixes and suffixes: understand how to use them and how they can change the meaning and function of words (-tious, -cial, -tial) Write from memory simple sentences dictated by another pupil or the teacher that include words and punctuation taught so far. Spell more complex homophones and near homophones Spell many of the Y5 and 6 common statutory spelling words correctly (average, desperate, temperature, vegetable, frequently, equipment, bruise, nuisance, recognise, criticise). <p>Transcription - Handwriting</p> <ul style="list-style-type: none"> Develop fluidity and speed. Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. <p>Composition</p> <ul style="list-style-type: none"> Confidently, plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the effectiveness of their own and others' writing, making necessary corrections and improvements. Consistently link ideas across paragraphs. Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Use dialogue appropriately to convey a character and advance the action. Perform compositions confidently using appropriate intonation, volume and movement so that meaning is clear. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> Use a wide range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure consistent and correct use of tense throughout all pieces of writing. Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later); place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun (who, which, when, whose, that) with confidence and use omitted relative pronouns, e.g. Professor Scribble, a famous inventor, had made a new discovery. Use commas consistently and accurately to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. <p>Terminology - recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. Read the majority of Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> Plan personal reading goals which reflects their interests and extends their reading range. Distinguish between plot events/details and the main themes in the personal texts that they read. Identify how ideas and themes are explored and developed over a text e.g. how a story opening can link to the ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. Use a dictionary effectively to locate word meanings and other information about words e.g. by using alphabetical order, abbreviations, determining the most relevant definition by context. Independently, Identify aspects of a text that they are not sure about. Ask questions to clarify their understanding or research the topic to find out more. Develop an active understanding towards reading; seeking answers, anticipating events, empathising with characters and imagining events that are described. Locating information confidently and efficiently, using the full range of features of the information text being read, including presented graphically. Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and description. Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Evaluate the author's language and explain how it has created an emotional response in the reader. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction text.

	Writing	Reading
<p>Year 6 Summer</p>	<p>Transcription - Spelling (RWI units 11-12, Special Focus 12)</p> <ul style="list-style-type: none"> • Spell most of the Y5 and 6 common statutory spelling words correctly (government, conscience, twelfth, conscious, environment, parliament, shoulder, soldier) • Understand prefixes and suffixes and how they can change the meaning and function of words. • Spell more complex homophones and near homophones (advice/advise/adviced, practice/practise/practised, device/devise/devised, licence/license/licensed). • Spell all of the Y5 and 6 common statutory spelling words correctly. • Plural nouns ending in -s, -ss, -x, -sh, -tch, -ch, f, fe, o <p>Transcription - Handwriting Write legibly, fluently (with the best choice of writing implement) and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Composition</p> <ul style="list-style-type: none"> • Note down and develop initial ideas, drawing on reading and research where necessary. • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Use a wide range of devices to build cohesion within and across paragraphs. • Habitually proofread for spelling and punctuation errors. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) • Distinguish between the language of speech and writing and to choose the appropriate level of formality. • Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. • Use the subjunctive form in formal writing. • Use the perfect form of verbs to mark relationships of time and cause. • Use the passive voice. • Use question tags in informal writing. • Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. <p>Terminology -recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>	<p>Word Reading Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Make confident comparisons within and across books including books from their own personal reading. • Understand how a writer develops themes, ideas or points of view over a text. • Identify how the narrator or author's voice influences the reader's point of view and frames their understanding and how this can change over the journey of a text. • In non-fiction texts distinguish between explicit and implicit points of view (fact and opinion) and discuss how the sense of the writer can develop over text e.g. autobiographies. • Consider different accounts of the same event and to discuss viewpoints (both of authors and fictional characters) • Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. • Uses dictionaries, glossaries and other alphabetically ordered lists confidently and efficiently in order to locate information about words met in reading. • Confidently, identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. • Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. • Link parts of a text together in order to understand how details or specific sections support a main point or idea. Accept uncertainty about the ideas or events described in a text where the author is deliberately obscuring the meaning. • Summarises the main ideas drawn from more than one paragraph; identifies key details to support the main ideas. • Retrieve information from texts and evaluate its reliability and usefulness. • Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. • Analyse and evaluate the use of language using terminology such as metaphor, simile, analogy, imagery, style and effect. • Use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to seek information.