

| Reading   |  | Composition   |  | Transcription   |  |
|---|--|---|--|---|--|
| Word reading  | Comprehension  | Voc, gram & punc  | Composition  | Spelling  | Handwriting  |
| <ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words</li> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, -auto-</i></li> <li>Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i></li> <li>Read and understand meaning of words on Y3/4 word list - see bottom</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences</li> </ul> | <p><b><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></b></p> <ul style="list-style-type: none"> <li>Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i></li> <li>Regularly listening to whole novels read aloud by the teacher</li> <li>Analysing and evaluate texts looking at language, structure and presentation</li> <li>Analysing different forms of poetry e.g. <i>haiku, limericks, kennings</i></li> <li>Reading books and texts for a range of purposes and responding in a variety of ways</li> <li>Analysing and comparing a range of plot structures</li> <li>Retelling a range of stories, including less familiar fairy stories, myths and legends</li> <li>Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i></li> <li>Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i></li> <li>Learning a range of poems by heart and rehearsing for performance</li> <li>Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action</li> </ul> <p><b><u>Discussing their understanding of the text</u></b></p> <ul style="list-style-type: none"> <li>Explaining the meaning of key vocabulary within the context of the text</li> <li>Making predictions based on information stated and implied</li> <li>Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images</li> <li>Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons,</i></li> </ul> <p><b><u>Retrieve and record information from non-fiction</u></b></p> <ul style="list-style-type: none"> <li>Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points</i></li> <li>Scanning for dates, numbers and names</li> <li>Explaining how paragraphs are used to order or build up ideas, and how they are linked</li> <li>Navigating texts to locate and retrieve information in print and on screen</li> </ul> <p><b><u>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</u></b></p> <ul style="list-style-type: none"> <li>Develop, agree on and evaluate rules for effective discussion</li> <li>Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i></li> </ul> | <ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use commas to mark clauses in complex sentences</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Identify, select and effectively use pronouns</li> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i></li> </ul> | <p><b><u>Plan their writing by:</u></b></p> <ul style="list-style-type: none"> <li>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>Discussing and recording ideas for planning e.g. <i>story mountain</i></li> </ul> <p><b><u>Draft and write by:</u></b></p> <ul style="list-style-type: none"> <li>Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense</li> <li>Planning and writing an opening paragraph which combines the introduction of a setting and character/s</li> <li>Organising paragraphs in narrative and non-fiction</li> <li>Linking ideas within paragraphs e.g. <i>fronted adverbials for when/where</i></li> <li>Generating and select from vocabulary banks appropriate to text type</li> </ul> <p><b><u>Evaluate and edit by:</u></b></p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing</li> <li>Discussing and proposing changes with partners and in small groups</li> <li>Improving writing in light of evaluation</li> </ul> <p><b><u>Perform own compositions for different audiences</u></b></p> <ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul> | <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt</li> <li>Use the first three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>Understand how to place the apostrophe in words with irregular plurals (e.g. children's).</li> <li>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology</li> </ul> | <ul style="list-style-type: none"> <li>Write with consistency in size and proportion of letters, e.g. <i>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</i></li> </ul> |