

	Skills
Reading: Word Recognition	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>
Reading: Comprehension	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying themes and conventions in a wider range of books</li> <li>• Recognising some different forms of poetry</li> <li>• Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</li> <li>• Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>• Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Ask questions to improve their understanding of the text</li> <li>• Identifying main ideas drawn from more than one paragraphs and summarise these</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say</li> </ul>
Writing: Handwriting	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>

<p>Writing: Punctuation and Grammar</p>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>Expressing time, place and course using conjunction, adverbs or prepositions</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentations</li> <li>Use of the present perfect form of verbs instead of the simple past</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuation direct speech</li> </ul>
<p>Writing: Composition</p>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.</li> <li>Organise paragraphs around a theme</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, use simple organisational devices such as headings and sub-headings</li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof read for spelling and punctuate errors</li> <li>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<p>Writing: Spelling</p>	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Spell words that are often misspelt</li> <li>Use the first two or three letters of a words to check its spelling in a dictionary</li> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ul>