

	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>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>• Fronted adverbials (e.g. <u>Later that day</u>, I heard bad news).</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech.</li> <li>• Apostrophes to mark plural possession.</li> <li>• Use of commas after fronted adverbials.</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>