

		Autumn	Spring	Summer
Nursery	GPS	Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Beginning to use three fingers (tripod grip) to hold writing tools	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control
	Writing: Composition	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.		
	Handwriting	Distinguishes between the different marks they make Can copy some letters, e.g. letters from their name		
	Reading: Word recognition	Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Has some favourite stories, rhymes, songs, poems or jingles. Enjoys rhyming and rhythmic activities Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages.		
	Reading: Comprehension	Repeats words or phrases from familiar stories Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom.		

		Autumn	Spring	Summer
Reception	GPS	Links sounds to letters, naming and sounding the letters of the alphabet	Gives meaning to marks they make as they draw, write and paint.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
	Writing: Composition	<p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Begins to break the flow of speech into words</p> <p>Continues a rhyming string</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		
	Handwriting	<p>Begins to form recognisable letters</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>They handle equipment and tools effectively, including pencils for writing</p> <p>Writes own name and other things such as labels, captions</p>		
	Reading: Word recognition	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Begins to read words and simple sentences</p> <p>Enjoys an increasing range of books</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Begins to read words and simple sentences.</p>		
	Reading: Comprehension	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Knows that information can be retrieved from books and computers</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>		

Year One		Autumn	Spring	Summer
	GPS	<p>Leaving spaces between words</p> <p>Introduction to capital letters and full stops</p> <p>Name the letters of the alphabet in order</p> <p>Combining words to make sentences</p> <p>Capital letters for proper nouns (names) and I</p>	<p>Conjunctions – and</p> <p>Combining words to make sentences</p> <p>Introduction to exclamation marks</p> <p>Capital letters for proper nouns (names, places, days of the week) and I</p> <p>Spell days of the week</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p>	<p>Introduction to question marks</p> <p>Singular</p> <p>Plurals</p> <p>Regular plural noun suffixes (-s or -es)</p> <p>Suffixes that do not change the spelling of the root word (e.g. -ed, -er)</p> <p>Prefix (un-)</p> <p>Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far</p>
	Writing: Composition	<p>Using adjectives to describe nouns</p> <p>Sequencing sentences to form short narratives</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>		
	Handwriting	<p>Sit correctly at table, holding pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Use lower-case letters of the correct size relative to one another</p> <p>Form capital letters</p> <p>Form digits 0 – 9</p> <p>Understand which letters belong to which handwriting families and practise these</p>		
Reading: Word recognition	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all phonemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>Read other words of more than one syllable that contain GPCs</p> <p>Read words with contractions</p>			

		<p>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</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>
	<p>Reading: Comprehension</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experience</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems and to recite some by heart</p> <p>Discussing word meanings linking new meanings to those already known.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inference on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them taking turns and listening to what others say</p> <p>Explain clearly the understanding of what is read to them</p>

Year Two		Autumn	Spring	Summer
	Grammar and Punctuation	<p>Using capital letters for proper nouns (names, places, days of the week) and I</p> <p>Capital letters, full stops, question marks, commas for lists</p> <p>How words can combine to make sentences</p> <p>Joining words and clauses using 'and'</p> <p>Expanded noun phrases</p> <p>Conjunctions (e.g. and, or, but, when, if, because).</p> <p>Questions</p> <p>Commands</p> <p>Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.</p>	<p>Using -ly to turn adjectives into adverbs</p> <p>Apostrophes for contraction</p> <p>Apostrophes for possession</p> <p>Spell by learning the possessive apostrophe.</p> <p>Statements</p> <p>Exclamations</p> <p>Tenses: past, present and progressive forms</p> <p>Suffixes (e.g. -ness, -er, -ful, -less).</p> <p>Distinguish between homophones and near homophones</p> <p>Spell more words with contracted forms</p>	<p>Suffixes, including comparatives and superlatives</p> <p>Assessment</p> <p>Consolidation of all KS1 objectives</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.</p>
	Spelling	<p>Homophones</p> <p>Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. • The /s/ sound spelt 'c' before 'e', 'i' and 'y' • The /n/ sound spelt 'kn' and (less 	<p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe</p> <p>The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics</p> <p>The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'</p> <p>The /r/ sound spelt '-wr' at the beginning of words</p>	<p>Homophones</p> <p>Revision of all homophones taught so far</p> <p>Apostrophe</p> <p>The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics</p> <p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)</p> <p>The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar'</p>

	<p>often) 'gn' at the beginning of words</p> <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p>	<p>The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ɜ:/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'</p> <p>Words ending in '-tion'</p>	<p>after 'w'</p> <p>The /ʌ/ sound spelt 'o'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p> <p>The suffixes '-ment', '-ness',</p>
Writing: Composition	<p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write ideas and/or key words including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence,</p> <p>Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>		
Handwriting	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p>		

	<p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>
Reading: Word recognition	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.</p> <p>Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read accurately words of two or more syllables that contain the taught GPCs.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common suffixes.</p>
Reading: Comprehension	<p>Developing pleasure in reading, motivation to read, and understanding.</p> <p>Listening to, discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with a retelling a wider range of stories and poems.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Answering and asking questions.</p>

		<p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
--	--	---

Year Three		Autumn	Spring	Summer
	Grammar and Punctuation	<p>Expanded noun phrases Full stops, capital letters, exclamation marks, question marks Statements, questions, commands, exclamations Conjunctions inc. coordination and subordination Conjunctions to express time, place and cause Commas in a list Apostrophes of possession and omission Tenses: past, present, progressive Determiners Vowels and consonants A or an Use the first two of three letters of a word to check it's spelling in a dictionary</p>	<p>Adverbs to express time, place and cause Prepositions to express time and cause Direct speech, including inverted commas Tenses, inc. present perfect form Spell further homophones Begin to use the first three or four letters of a word to check spelling, meaning or both of these in simple dictionaries.</p>	<p>Nouns: common, proper and abstract Word families Prefixes (inc. super-, anti-, auto-). Paragraphing</p>
	Spelling	<p>Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe</p>	<p>Revisit Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>) Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i> Apostrophe Revise contractions from Year 2</p>

	<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2	Revise contractions from Year 2	
Writing: Composition	Paragraphing, including headings and sub headings 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 Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices such as headings and sub-headings Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuate errors 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		
Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 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.		
Reading: Word recognition	Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. (Phonics work will continue where identified on individualised plans).		
Reading: Comprehension	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally Discussing words and phrases that capture the reader's interest and imagination		

	<p>Identifying themes and conventions in a wider range of books</p> <p>Recognising some different forms of poetry</p> <p>Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</p> <p>Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Ask questions to improve their understanding of the text</p> <p>Identifying main ideas drawn from more than one paragraphs and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non- fiction</p> <p>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</p>
--	---

Year Four		Autumn	Spring	Summer
	Grammar and Punctuation	<p>Determiners: a or an</p> <p>Conjunctions (coordinating and subordinating)</p> <p>Expressing time, place and cause using adverbs, conjunctions and prepositions</p> <p>Use of the present perfect form instead of the simple past</p> <p>Paragraphs</p> <p>Pronouns for clarity and cohesion (inc. possessive pronouns)</p> <p>Fronted adverbials (inc. use of comma afterwards)</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Apostrophes of possession and omission (inc. plural possession)</p> <p>Using and punctuating direct speech (inc. comma after the reporting clause)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Suffixes including /ʒə/ or /tʃə/</p> <p>Spelling of words ending /ʒən/</p>	<p>Standard English forms for verb inflections instead of local spoken forms (We was, I done)</p> <p>Paragraphs</p> <p>Spell using the suffix –ation</p> <p>Spell using the suffix –ly</p> <p>Spell using the suffix –ous</p> <p>Spell words with endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian</p>
	Spelling	<p>Rare GPCs</p> <p>Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ • The /ʃ/ sound spelt ‘ch’ • The /ʌ/ sound spelt ‘ou’ (all from Year 3) <p>Word endings:</p> <p>Words ending /ʊr/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ • Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) <p>Homophones</p>	<p>Revisit</p> <p>Year 3 rare GPCs</p> <p>Rare GPCs</p> <p>The /g/ sound spelt ‘gu’</p> <p>Word endings</p> <p>Words ending /tʃə/ spelt ‘ture’ (<i>creature, furniture</i>)</p> <p>Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’</p> <p>Homophones</p>	<p>Revisit</p> <p>Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.</p> <p>Rare GPCs</p> <p>Words with the /s/ sound spelt ‘sc’ (Latin in origin)</p> <p>Word endings</p> <p>Endings that sound like /ʒən/ spelt ‘-sion’ (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes</p> <p>Suffix ‘-ly’. Teach the exceptions, for</p>

	<p><i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p>	<p><i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p>	<p>example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p>
Writing: Composition	<p>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 Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices such as headings and sub-headings Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuate errors 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</p>		
Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 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.</p>		
Reading: Word recognition	<p>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		

		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
	Reading: Comprehension	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying themes and conventions in a wider range of books</p> <p>Recognising some different forms of poetry</p> <p>Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</p> <p>Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Ask questions to improve their understanding of the text</p> <p>Identifying main ideas drawn from more than one paragraphs and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non- fiction</p> <p>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</p>

Year Five		Autumn	Spring	Summer
	Grammar and punctuation	<p>Choosing nouns or pronouns appropriately for clarity and cohesion</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Using fronted adverbials (including using commas after them)</p> <p>The grammatical difference between plural and possessive –s</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Relative clauses and pronouns</p> <p>Modal verbs</p> <p>Indicating degrees of possibility using adverbs</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Spell words with silent letters.</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Cohesive devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> <p>Suffixes</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)</p>
	Spelling	<p>Revisit</p> <p>Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)</p> <p>Apostrophe for contraction and possession</p> <p>Rare GPCs</p> <p>Words with ‘silent’ letters</p> <p>Morphology/ Etymology</p> <p>Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings</p> <p>Words with the letter string ‘-ough’ Words ending in ‘-able’</p>	<p>Revisit</p> <p>Apostrophe for possession</p> <p>Rare GPCs</p> <p>Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology</p> <p>Teach extension of base words using word matrices.</p> <p>Word endings</p>	<p>Revisit</p> <p>A range of strategies for learning words</p> <p>Homophones</p> <p>(<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose</i>)</p> <p>Suffixes</p> <p>Problem suffixes</p> <p>Dictionary</p> <p>Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading</p>

	<p>and ‘-ible’</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p>	<p>Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p>	<p>Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p>
Writing: Composition	<p>Identify audience and purpose, selecting appropriate form and use other similar writing as model</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed</p> <p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Precis longer paragraphs</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p> <p>Assess the effectiveness of their own and others’ writing</p> <p>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		
Handwriting	Write legibly, fluently with increasing speed by:		

		<p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for the task</p>		
	Reading: Word recognition	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.		
	Reading: Comprehension	<p>Maintain [positive attitudes to reading and understanding of what they have read</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books, including learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding</p> <p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>		
Year		Autumn	Spring	Summer
	Grammar and Punctuation	Using relative clauses beginning with who, which, where, when, whose, that or	Using a colon to introduce a list Use of semicolons within lists	Consolidation Assessment

	<p>with an implied (ie omitted) relative pronoun</p> <p>Indicating degrees of possibility using modal verbs and adverbs</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Synonyms and antonyms</p> <p>Subjects and objects</p> <p>Standard English, formal writing, inc. subjunctive form and question tags</p> <p>Spell words with silent letters.</p>	<p>Punctuating bullet points consistently</p> <p>Active and Passive</p> <p>Formal and informal, inc. subjunctive form and question tags</p> <p>Using colons and semi-colons to mark boundaries between independent clauses</p> <p>Using hyphens to avoid ambiguity</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>	<p>Cohesion - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p>
Spelling	<p>Revisit</p> <p>Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs</p> <p>Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes</p> <p>Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings</p> <p>Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones</p>	<p>Revisit</p> <p>Words containing the letter string '-ough'</p> <p>Prefixes and Suffixes</p> <p>Generating words from prefixes and suffixes</p> <p>Word endings</p> <p>The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones</p> <p><i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i></p>	<p>Revisit</p> <p>Spelling strategies at the point of writing</p> <p>Rare GPCs</p> <p>Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings</p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p>

	<p><i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p>	<p>All homophones from KS2</p> <p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p>	<p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p>
<p>Writing: Composition</p>	<p>Maintain positive attitudes to reading and understanding of what they have read</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding</p> <p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</p>		

	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Handwriting	Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task
Reading: Word recognition	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
Reading: Comprehension	<p>Maintain positive attitudes to reading and understanding of what they have read</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding</p> <p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</p>

		Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
--	--	---