

Autumn	Spring	Summer
<p data-bbox="203 360 577 395"><b><u>Reading Comprehension</u></b></p> <p data-bbox="203 400 524 432">Pupils should be taught to:</p> <p data-bbox="203 437 1144 469">maintain positive attitudes to reading and understanding of what they read by:</p> <ul data-bbox="259 474 2007 836" style="list-style-type: none"><li>• continuing to read and discuss an increasingly 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>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li><li>• identifying and discussing themes and conventions in and across a wide range of writing</li><li>• making comparisons within and across books</li><li>• learning a wider range of poetry by heart</li><li>• 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</li></ul> <p data-bbox="203 841 573 873">understand what they read by:</p> <ul data-bbox="259 877 2029 1396" style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• asking questions to improve their understanding</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>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>• identifying how language, structure and presentation contribute to meaning</li><li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• distinguish between statements of fact and opinion</li><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• 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</li><li>• provide reasoned justifications for their views.</li></ul>		

<p><b>Writing</b> Pupils will write in a range of genres and styles for different purposes and audiences including:</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Play scripts</li> <li>• Poems</li> <li>• Diaries</li> <li>• Instructions</li> </ul>	<p><b>Writing</b> Pupils will write in a range of genres and styles for different purposes and audiences including:</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Newspaper Reports</li> <li>• Explanations</li> <li>• Persuasive Writing</li> <li>• Autobiographies</li> </ul>	<p><b>Writing</b> Pupils will write in a range of genres and styles for different purposes and audiences including:</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Performance Poetry</li> <li>• Persuasive Writing</li> <li>• Recounts</li> <li>• Arguments</li> </ul>
<p><b>Pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• plan their writing for different audiences</li> <li>• draft, edit, evaluate and improve</li> <li>• proof read for spelling and punctuation errors</li> </ul>		
<p><b>Spellings</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus.</li> </ul>		
<p><b>Handwriting and Presentation</b> Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>		

## Grammar and Punctuation

Pupils should be taught to:

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

## Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations (SUMMER TERM), performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)

- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication