



Long Term Progressive English Plan

READING FLUENCY AND SPELLING (ESPECIALLY LOWEST 20%) PURE SOUNDS/PHONICS USED

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr1	Writing to Entertain Re-tell a story	Writing to Entertain Stories (including retellings)	Writing to Inform Recount Letter Instructions	Writing to Entertain Stories (including re-tellings) Descriptions Poetry In-character/role	Writing to Entertain Stories (including re-tellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions
Books to be read from reading spine	Can't You Sleep Little Bear; Beegu	The Elephant and the Bad Baby;	The Avocado Baby; Elmer Peace at Last	Lost and Found; Knuffle Bunny;	Cops and Robbers; Where the Wild Things Are	The Tiger who Came to Tea; Dogger
Grammar, punctuation and writing process/sentences	Spaces between words. <i>Use capital letters for names of people and I.</i> Understand: letter, capital letter, word, sentence, full stop, question mark. <i>Compose a sentence orally before writing it.</i> <i>Write a sentence that makes sense, beginning to use capital letters and full stops.</i>	Re-read what has been written to check that it makes sense. Discuss what has been written with adult or peer. Read writing aloud.	First Then Next After Later The next day... Conjunctions More confident in using finger spaces between words; Use capital letters & full stops to mark sentences; Use question mark, did you know...?	Use question marks, exclamation mark sequence sentences to form short narratives use some descriptive language write short narratives based on real and fictional experiences use a simple plan (e.g. storyboard, flowchart) can say out loud what they are writing about can compose a sentence orally before writing it can proof-read to check for errors in spelling,	Use question marks, exclamation mark sequence sentences to form short narratives use some descriptive language write short narratives based on real and fictional experiences use a simple plan (e.g. storyboard, flowchart) can say out loud what they are writing about can compose a sentence orally before writing it	First Then Next After Later The next day... Conjunctions Use exclamation sentences where appropriate: What a fantastic time we all had! Confidently use finger spaces between words; Use capital letters & full stops to mark sentences; Use



	Use co-ordinating conjunction: and, then			grammar and punctuation. read aloud own writing clearly enough to be heard by peers and the teacher can discuss what they have written with the teacher or other pupils First Then Next After Later The next day... Conjunctions	can proof-read to check for errors in spelling, grammar and punctuation. read aloud own writing clearly enough to be heard by peers and the teacher can discuss what they have written with the teacher or other pupils First Then Next After Later The next day... Conjunctions	question mark: Did you know...?
Transcription: Spelling and handwriting	Spell using most of the set 1 and 2 phonemes. CEW: the, a, do, to, of, said, says, are, be, he me she, you, I Form lower case letters correctly Sit at a table and hold a pencil correctly. Spell Monday Capital letters: I, A, T, H, S,	Spell using most of the set 1,2,3 phonemes. can spell using most of the vowel digraphs and trigraphs CEW: were, was, is, his, has, your, they, we, no, go, so, by, my, here, there, one, once. Tuesday, Wednesday Write capital letters B, C, D E, F, G	Thursday, Friday, Saturday, Sunday can add -s and -es to words (plural of nouns and the third person singular of verbs) add -ing, -ed and -er to verbs where no change is needed to the root word can say the letters of the alphabet in order Write capital letters J, K, L, M, N, O, P, Q, R	U, V, W, X, Y, Z can form lower- and upper-case letters in the correct way and mostly in the correct direction there, where, love, come, some, put, push, pull, full, house, our can add -s and -es to words (plural of nouns and the third person singular of verbs) add -ing, -ed and -er to verbs where no change is needed to the root word	Letter formation of lower and upper case. Revision of common exception words	Revision of spellings. Revision of common exception words.



<p>Reading</p>	<p>Continues (from Reception) to apply phonic knowledge and skills as the route to recode words. Responds with the correct sound to graphemes for many of the 40+phonemes, including where applicable, alternative sounds for graphemes. Read some common exception words (the, a, do, to, of, said, says, are, be, he, me, she, you, I) Read by blending sounds in unfamiliar words containing GPCs that have been taught. Can recognise and join in with predictable phrases.</p>	<p>Responds with the correct sound to graphemes for most of the 40+ phonemes, including where applicable alternative sounds for graphemes. Read common exception words: were, was, is, his, has, your, they, we, no, go, so, by, my, here, there, one, once. Begins to take account of punctuation when reading. Can re-read books to develop confidence, fluency and expression. Can read books aloud that are consistent with developing phonic knowledge. Listen and discuss a wide range of stories at a level beyond which they can be read independently. Begins to learn and appreciate rhymes and poems and can recite some by heart.</p>	<p>Responds speedily with the correct sound to graphemes for all of the 40+ phonemes. Read words containing known GPCs and -s, -es, -ing, -ed, -er, and -est endings. Read words of more than one syllable that contain known GPCs. Can read words with contractions and understands the apostrophe represents the missing letters. Begins to use context clues to help reading for meaning. Reads CEW: where, love, come, some, ask, friend, school, put, push, pull, full, house, our. Listen and discuss poems, stories, non-fiction at a level beyond which can be read independently. Can link what is heard or read to own experiences. Can learn and appreciate rhymes and</p>	<p>Listens to and discusses a wide range of poems, stories and non-fiction. Re-tell stories read, heard and discussed using appropriate vocabulary. Can learn and appreciate rhymes and poems and can recite some by heart. Make inferences. Discuss word meanings. Talk about the particular characteristics of different types of stories. Explains understanding of what they have read. Make simple prediction. Talk about what is read to them, taking turns and listening to others. Can re-tell using significant events and main points in sequence.</p>	<p>Consolidate all previous learning. Can read a wide range of fiction and non-fiction, including poetry. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Can recognise and join in with predictable phrases. Listen and discuss poems, stories, non-fiction at a level beyond which can be read independently. Can link what is heard or read to own experiences. Can learn and appreciate rhymes and poems and can recite some by heart.</p>	<p>Consolidate all previous learning.</p>
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			poems and can recite some by heart.			
Yr2	Writing to Entertain Re-tell a story Descriptions Poetry	Writing to Inform Recount Letter Instructions	Writing to Entertain Stories (including re-tellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions	Writing to Entertain Stories (including re-tellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions
Books to be read from reading spine	Traction Man is Here; Meerkat Mail; Frog and Toad Together; The Hodgeheg;	Amazing Grace; Pumpkin Soup; The Giraffe, the Pelly and Me	Fantastic Mr Fox; Dr Zargle's Book of Earthlets; Willa and Old Miss Annie	Not Now Bernard; Tuesday; Flat Stanley; The Owl Who was Afraid of the Dark;	The Flower; Gorilla; Emily Brown and the Thing;	Who's Afraid of the Big Bad Book
Grammar, punctuation and writing process/sentences	Can use co-ordinating and subordinating conjunctions (and, but, so, or, when). Can use the present and past verb form. Can use expanded noun phrases, adjectives and adverbs for description and specification. Can use full stops, question marks, exclamation marks, commas in lists,	As Autumn 1 Can use the progressive verb form. Can use apostrophe for singular possession. A badger's home is underground. Can recognise and write different types of sentences: statements, questions, commands and exclamations. Capital letters for proper nouns. Use adverbials: first, firstly, next, after, later	As Autumn term Can use apostrophes for contraction and possession. Can usually re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Developing stamina to write at increasing length.	Over learning of Autumn term Can usually re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can mostly evaluate writing with teachers and peers making appropriate additions, revisions and corrections.	Secure use of all previous grammar/punctuation and the writing process. Can mostly re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can use plans to support writing,	Secure use of all previous grammar/punctuation and the writing process. Can re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can evaluate writing with teachers and peers making



	<p>apostrophe for contraction.</p> <p>Finger spaces, capital letters, full stops</p> <p>Can sometimes re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Begins to use plans to support writing, linking ideas and events using strategies to create 'flow'.</p> <p>Begins to read aloud writing with appropriate intonation to make meaning clear.</p>	<p>And conjunctions: if, because</p> <p>Use question mark: Did you know...?</p> <p>Can sometimes re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation.</p> <p>Begins to evaluate writing with teachers and peers making appropriate additions, revisions and corrections.</p>	<p>Uses plans more readily to support writing.</p> <p>Developing stamina to write at increasing length.</p> <p>Can recognise and write different types of sentences: statements, questions, commands and exclamations.</p> <p>Can read aloud some writing with appropriate intonation to make meaning clear.</p>		<p>linking ideas and events using strategies to create 'flow'.</p> <p>Developed stamina to write at increasing length.</p> <p>Can read aloud writing with appropriate intonation to make meaning clear.</p>	<p>appropriate additions, revisions and corrections.</p>
<p>Transcription: Spelling and handwriting</p>	<p>Over learning of Y1 spelling</p> <p>Can write from memory simple sentences dictated</p>	<p>Can spell words ending in -tion</p> <p>Can spell homophones here/hear, one/won, see/sea, to/too/two</p>	<p>Can spell homophones There/their/they're, Quite/quiet</p>	<p>Can spell common exception words would who whole any</p>	<p>Consolidation of previous learning.</p>	<p>Consolidation of previous learning.</p>



	<p>by the teacher that include words using the GPCs, common exception words. Can use set 1,2,3 graphemes securely.</p> <p>Can add the endings -ing, -ed, -er, -est to words ending in e, with a consonant before it (hike, hiked, hiker)</p> <p>Can add the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (pat, patting, patted)</p> <p>Can add suffixes -ment, -ness, -ful, -less and -ly and can spell words by adding -es to nouns and verbs ending in -y</p> <p>Can spell some common exception words.</p>	<p>Can spell common exception words</p> <p>Child children wild climb most only both old cold gold hold told Christmas</p> <p>Can usually write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Can spell common exception words</p> <p>every everybody even great break steak pretty beautiful after fast last past</p> <p>father class grass pass plant path bath hour move prove improve sure</p> <p>Can write words which are almost always appropriately and consistently spaced in relation to the size of the letters.</p>	<p>many clothes busy people water again half money Mr Mrs parents</p> <p>Can write words which are almost always appropriately and consistently spaced in relation to the size of the letters.</p>		
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	<p>door floor poor because find kind mind behind</p>					
Reading	<p>Developing ability to apply phonics knowledge and skills consistently to decode age-appropriate texts accurately without undue hesitation.</p> <p>Can learn and recite a poem by heart.</p> <p>Can exercise some choice in selecting books.</p> <p>Begin to identify sequence of events in texts and offer some simple explanations of how items of information relate to one another.</p> <p>Begins to make inferences on the</p>	<p>Begins to share favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Can sometimes identify sequence of events in texts and offer some simple explanations of how items of information relate to one another.</p> <p>Begins to recognise and understand the different structures of non-fiction books</p> <p>Will ask and answer some questions appropriately.</p> <p>Can self-correct where the sense of the text is lost.</p>	<p>Has ability to apply phonics knowledge and skills consistently to decode age-appropriate texts accurately without undue hesitation.</p> <p>Can learn and recite a poem by heart.</p> <p>Can exercise choice in selecting books.</p> <p>Can identify sequence of events in texts and offer some simple explanations of how items of information relate to one another.</p> <p>Can make inferences on the basis of what has been said and done.</p> <p>Can automatically decode, using phonics. It is embedded and reading is fluent.</p>	<p>Can apply phonics knowledge and skills consistently to decode age-appropriate texts accurately without undue hesitation.</p> <p>Can make inferences on the basis of what has been said and done.</p> <p>Able to share favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Can recognise and understand the different structures of non-fiction books</p> <p>Will ask and answer questions appropriately.</p>	<p>Regards reading as a pleasurable activity</p> <p>Can demonstrate familiarity with and can retell a large range of stories, fairy stories and traditional tales.</p> <p>Can demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge and information, or vocabulary provided.</p>	<p>Can learn and recite a poem by heart.</p> <p>Confidently shares favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary.</p>



	<p>basis of what has been said and done.</p> <p>Begins to make predictions on the basis of what has been read so far.</p> <p>Can demonstrate familiarity with and can retell a small range of stories, fairy stories and traditional tales.</p> <p>Begins to participate in discussions in reciprocal and whole class reading, offering opinions and explanations about books, poems and other materials.</p> <p>Can recognise and decode some CEW (noting unusual correspondence between spelling and sound and where these occur in the word.)</p>	<p>Can usually self-correct and re-read to make sure fluency and meaning are clear.</p> <p>Begins to use expression and intonation to engage a listener, when reading aloud.</p> <p>Begins to read age-appropriate texts with fluency and confidence.</p> <p>Can read words containing common suffixes.</p> <p>Can usually automatically decode, using phonics. It is embedded and reading is mostly fluent.</p> <p>Can read accurately words of two syllables.</p>	<p>Can usually make inferences on the basis of what has been said and done.</p> <p>Can self-correct and re-read to make sure fluency and meaning are clear.</p> <p>Can read accurately words of two or more syllables.</p> <p>Can demonstrate familiarity with and can retell a larger range of stories, fairy stories and traditional tales.</p> <p>Can demonstrate some understanding of what is read independently, or listened to, by drawing on own knowledge and information, or vocabulary provided.</p> <p>Can recognise and decode many CEW (noting unusual correspondence between spelling and sound and where these occur in the word.)</p> <p>Can mostly read words quickly and accurately,</p>	<p>Can participate in discussions in reciprocal and whole class reading, offering opinions and explanations about books, poems and other materials.</p> <p>Can use expression and intonation to engage a listener, when reading aloud.</p> <p>Can read age-appropriate texts with fluency and confidence.</p> <p>Can recognise and decode most CEW (noting unusual correspondence between spelling and sound and where these occur in the word.)</p> <p>Can read words quickly and accurately, without undue hesitation.</p>		
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Can usually recognise and decode most alternative sounds for graphemes.

without undue hesitation.

Can recognise and effortlessly decode most alternative sounds for graphemes.



Yr 3	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Persuade Advertising Letter Speech Poster	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings
Books from the reading spine	Iron Man; Cat Tales	Ice Cat; The Sheep Pig	The Abominables	The Lion, the Witch and the Wardrobe	Hansel and Gretel (Anthony Brown)	The Battle of Bubble and Squeak
Grammar, punctuation and writing process/sentences	<p>Can confidently use all Y1/2 objectives. Can spell homophones There/their/they're, Quite/quiet</p> <p>Can use headings and subheadings to aid presentation. Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.</p>	<p>Knows that a paragraph is a way of grouping material. Can use speech marks to punctuate speech.</p> <p>Can use apostrophe for singular possession.</p> <p>Can use the perfect form of the verb.</p> <p>Can vary sentence openers (fronted adverbials).</p> <p>Can express time, place and cause using: conjunctions (eg when,</p>	<p>Can express time, place and cause using: conjunctions (eg when, before, after, while, so because) adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because, of)</p> <p>Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.</p>	<p>Can confidently express time, place and cause using: conjunctions (eg when, before, after, while, so because) adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because, of)</p> <p>Can confidently use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.</p>	<p>Can confidently use headings and subheadings to aid presentation. Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.</p> <p>Can understand main clause and is beginning to understand subordinate clause.</p>	<p>Confident in knowledge that that a paragraph is a way of grouping material. Can use speech marks to punctuate speech.</p> <p>Can use apostrophe for singular possession.</p> <p>Can use the perfect form of the verb.</p> <p>Can vary sentence openers (fronted adverbials).</p>



	<p>Can understand main clause and is beginning to understand subordinate clause.</p> <p>Can use the progressive form of the verb.</p> <p>Can use pronouns to avoid repetition.</p> <p>Can use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel.</p> <p>Can express time, place and cause using: conjunctions (eg when, before, after, while, so because)</p>	<p>before, after, while, so because) adverbs (eg then, next, soon, therefore)</p> <p>Is beginning to use a rich and varied vocabulary for impact and affect.</p>	<p>Can use exclamation marks (What a great day! How wonderful!)</p>		<p>Can use the progressive form of the verb.</p> <p>Can use pronouns to avoid repetition.</p> <p>Can use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel.</p> <p>Can express time, place and cause using: conjunctions (eg when, before, after, while, so because)</p>	<p>Can express time, place and cause using: conjunctions (eg when, before, after, while, so because) adverbs (eg then, next, soon, therefore)</p> <p>Is beginning to use a rich and varied vocabulary for impact and affect.</p>
<p>Transcription: spelling and handwriting</p>	<p>Can confidently spell Y1 and 2 words.</p> <p>Can spell homophones</p>	<p>Can usually use diagonal and horizontal strokes to join letters and understands which letters when adjacent</p>	<p>Can often use diagonal and horizontal strokes to join letters and understands which letters when adjacent</p>	<p>Can use diagonal and horizontal strokes to join letters and understands which letters when adjacent</p>	<p>Can confidently use diagonal and horizontal strokes to join letters and understands which</p>	<p>Can spell half of the words learnt from the Y3/4 curriculum word list.</p>



	<p>There/their/they're, Quite/quiet</p> <p>Can spell most words using a suffix beginning with a vowel letter, to words of more than one syllable, (knowing that words ending in vowel then consonant, must have the consonant doubled) eg forgetting, beginning</p> <p>Can use the first two or three letters of a word to check spelling in a dictionary</p> <p>Is beginning to use diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.</p>	<p>to one another or best left unjoined.</p> <p>Can spell words containing the /i/ sound, spelt y elsewhere than at the end of words (gym, myth)can spell words containing the /u/ sound spelt ou (young, touch)can spell words containing the /ai/ sound spelt ei, eigh, or ey (vein, weigh, they, obey)</p> <p>Can spell some words from the Year 3/4 curriculum word list address answer appear arrive breath breathe build busy calendar complete consider continue</p>	<p>to one another or best left unjoined.</p> <p>Can use the possessive apostrophe with regular plural words</p> <p>Can use the prefixes un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>Can spell some words from the Year 3/4 curriculum word list decide describe different difficult early earth exercise experiment extreme February forward</p>	<p>to one another or best left unjoined.</p> <p>Can spell some words from the Year 3/4 curriculum word list forwards fruit group heard heart history important increase interest island learn</p> <p>Can spell words using knowledge of word family.</p> <p>Can write from memory simple sentences dictated by the teacher, which contains punctuation and spelling learnt so far.</p>	<p>letters when adjacent to one another or best left unjoined</p> <p>Can spell half the words words from the Year 3/4 curriculum word list learn perhaps popular quarter question reign remember straight strange promise regular natural</p> <p>Can write from memory simple sentences dictated by the teacher, which contains punctuation and spelling learnt so far.</p>	<p>Can write from memory simple sentences dictated by the teacher, which contains punctuation and spelling learnt so far.</p>
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<p>Reading</p>	<p>Can read the Common Exception words from Y1/2.</p> <p>Begins to read around a word or phrase looking for clues to determine meaning independently.</p> <p>Begins to discuss meaning of new words based on understanding of root words, prefixes and suffixes and word families.</p> <p>Begins to read a range of age-appropriate texts with fluency, understanding and expression</p> <p>Begins to read at approximately 125 words per minute from an age appropriate text.</p> <p>Begins to use a variety of strategies independently that help make sense of</p>	<p>Develops ability to read around a word or phrase looking for clues to determine meaning independently.</p> <p>Develops discuss meaning of new words based on understanding of root words, prefixes and suffixes and word families.</p> <p>Develops ability to read a range of age-appropriate texts with fluency, understanding and expression</p> <p>Continues to develop reading at approximately 125 words per minute from an age appropriate text.</p> <p>Begins to self-correct without prompting when necessary</p> <p>Develops ability to talk about their understanding and try to explain the meaning of vocabulary in context</p> <p>Develops ability to retrieve and record information from non-fiction</p>	<p>Can discuss meaning of new words based on understanding of root words, prefixes and suffixes and word families.</p> <p>Develops ability to self-correct without prompting when necessary.</p> <p>Develops ability to experiment with different pronunciations when reading unfamiliar, long words</p> <p>Develops ability to use a variety of strategies independently that help make sense of reading (including inference, deduction, sequencing, recalling)</p> <p>Develops use of a dictionary</p> <p>Can retrieve and record information from non-fiction</p> <p>Develops ability to infer, such as inferring character feelings, thoughts and motives from their actions and</p>	<p>Can read around a word or phrase looking for clues to determine meaning independently.</p> <p>Can read a range of age-appropriate texts with fluency, understanding and expression</p> <p>Can self-correct without prompting when necessary</p> <p>Can use a dictionary.</p> <p>Can talk about their understanding and try to explain the meaning of vocabulary in context</p> <p>Can pick out key points to sequence fiction from more than one paragraph and begin to summarise what has been read</p> <p>Can read silently for longer periods of time</p> <p>Can ask questions to improve understanding of the text</p> <p>Can read and discuss a variety of text types</p> <p>Can offer reasons for authors' choice of vocabulary</p>	<p>Reads at approximately 125 words per minute from an age appropriate text.</p> <p>Can experiment with different pronunciations when reading unfamiliar, long words</p> <p>Can use a variety of strategies independently that help make sense of reading (including inference, deduction, sequencing, recalling)</p> <p>Can infer, such as inferring character feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Can make predictions based on evidence from the text and can explain these</p> <p>Can talk about personal likes and dislikes of books read and can support these</p>	<p>Can identify words and phrases used to create mood and tension</p> <p>Can make comparisons between stories and between non-fiction texts comparing like with like</p> <p>Has a positive attitude to reading, understanding what they read.</p> <p>Can read books that are structured in different ways and read for a range of purposes</p> <p>Consolidate all objectives</p>



	<p>reading (including inference, deduction, sequencing, recalling)</p> <p>Begins to use a dictionary effectively.</p> <p>Begins to talk about their understanding and try to explain the meaning of vocabulary in context</p> <p>Begins to retrieve and record information from non-fiction</p> <p>Begins to pick out key points to sequence fiction from more than one paragraph and begin to summarise what has been read</p> <p>Begins to can make predictions based on evidence from the text and can explain these</p> <p>Begins to offer reasons for authors' choice of vocabulary</p>	<p>Begins to infer, such as inferring character feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Develops ability to pick out key points to sequence fiction from more than one paragraph and begin to summarise what has been read</p> <p>Develops ability to offer reasons for authors' choice of vocabulary</p> <p>Begins to identify words and phrases used to create mood and tension</p>	<p>justifying inferences with evidence</p> <p>Develops ability to make predictions based on evidence from the text and can explain these</p> <p>Develops ability to ask questions to improve understanding of the text</p> <p>Can identify some different forms of poetry (such as free verse or narrative)</p> <p>Develops ability to read aloud with appropriate volume and expression to make meaning clear to the audience - reading accurately an age appropriate book</p>	<p>Can check reading makes sense</p> <p>Can read for a range of purposes</p> <p>Can offer explanation for layout or organisational features used within a text</p> <p>Develops ability to prepare poetry to be read aloud.</p> <p>Develops ability to identify words and phrases used to create mood and tension</p>	<p>views and opinions with reasons</p> <p>Can prepare poetry to be read aloud</p> <p>Can read aloud with appropriate volume and expression to make meaning clear to the audience - reading accurately an age appropriate book</p>	
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	<p>Begins to develop ability to prepare poetry to be read aloud. Begins to read aloud with appropriate volume and expression to make meaning clear to the audience - reading accurately an age appropriate book</p>					
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Yr 4	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Persuade Advertising Letter Speech Poster	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings
Books from the reading spine	Bill's New Frock	Charlotte's Web	Why the Wales Came	The Firework Maker's Daughter Voices in the Park	The Snow Walker's Son	Perry Angel's Suitcase
Grammar, punctuation and writing process/sentences	Confident in Y1,2,3 grammar and punctuation. Begins to use subordinate clauses and fronted adverbials with main clauses which are correctly punctuated using commas Begins to use a varied and rich vocabulary Begins to use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)	Detailed description Use paragraphs to organise in time sequence Can use, more confidently, subordinate clauses and fronted adverbials with main clauses which are correctly punctuated using commas Develops ability to punctuate direct speech correctly, using commas after reporting clause and new speaker, new line. Can use standard English forms of verbs rather than local spoken forms.	Can use a varied and rich vocabulary Can use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex) Can identify word classes (including possessive pronouns and determiners). Can use apostrophes for singular and plural possession and understands the grammatical difference between plural and possessive -s	Can use subordinate clauses and fronted adverbials with main clauses which are correctly punctuated using commas Can confidently punctuate direct speech correctly, using commas after reporting clause and new speaker, new line. Can confidently identify word classes (now including possessive pronouns and determiners). Can confidently create settings, characters and plot in narratives	Can confidently use subordinate clauses and fronted adverbials with main clauses which are correctly punctuated using commas Can write with grammatical accuracy Can use a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex) Can confidently use standard English forms of verbs rather than local spoken forms.	Can confidently use a varied and rich vocabulary Can confidently use apostrophes for singular and plural possession and understands the grammatical difference between plural and possessive -s Can confidently make decisions about his/her writing which are based on awareness of audience and purpose



	<p>Begins to identify word classes (now including possessive pronouns and determiners). Begins to use apostrophes for singular and plural possession and understands the grammatical difference between plural and possessive -s Can use the past and the progressive tense Can write non-narratives using appropriate organisational devices Can discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar Begins to plan effectively for a range of writing</p>	<p>Can use the present perfect form of verbs instead of the simple past Can create settings, characters and plot in narratives Can organise paragraphs around a theme Can assess the effectiveness of their own and others' writing and suggests improvements Can use appropriate choice of pronoun/noun within and across sentences to aid cohesion</p>	<p>Can confidently use the past and the progressive tense Can plan effectively for a range of writing Can make decisions about his/her writing which are based on awareness of audience and purpose Can read aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</p>	<p>Can use exclamation marks (What a great day! How wonderful!) Can confidently organise paragraphs around a theme Can confidently assess the effectiveness of their own and others' writing and suggests improvements Can confidently plan effectively for a range of writing</p>	<p>Can confidently write non-narratives using appropriate organisational devices Can confidently discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar Can confidently read aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</p>	
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<p>Transcription: spelling and handwriting</p>	<p>Know confidently all the Y1 and Y2 and Y3 spellings (including the Y3 spellings from the vocabulary list) See relevant year groups for details.</p> <p>Can use the first 2 or 3 letters of a word to check its spelling in a dictionary Begins to write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</p>	<p>Can spell most words using the suffixes -ation, -ly, Can spell most words with the /k/ sound spelt ch (scheme, chorus, chemist), words with the sh should spelt ch (chef, chalet), words with the /g/ sound spelt -gue (league, words with the /k/ sound spelt -que (unique), words with the /s/ sound spelt sc (science, scene) Can spell these words from the Y3/4 vocabulary list. accident accidentally actual actually believe bicycle business caught centre century certain circle</p>	<p>Can spell most words with endings -sure, -ture, -sion, -tion, -ssion, -cian Can use possessive apostrophes with irregular plurals (children's, men's) Can write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</p> <p>Can spell these words from the Y3/4 spelling list disappear eight eighth experience famous favourite guard guide height imagine knowledge library</p>	<p>Can spell these words from the Y3/4 vocabulary list occasion occasionally often opposite ordinary position possess possession probably purpose sentence special therefore various weight women woman</p>	<p>Can spell these words from the Y3/4 vocabulary list through although thought though enough length strength potatoes separate suppose particular peculiar pressure grammar</p>	<p>Consolidation or Y1,2,3, 4 spellings in preparation for Y5</p>
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			<p>material medicine mention minute naughty notice</p>			
Reading	<p>Can read confidently EW from Y1/2 noting unusual correspondences between spelling and sound and where these occur in words</p> <p>Begins to retrieve and record a range of information from non-fiction texts</p> <p>Begins to read most words effortlessly at a speaking pace</p> <p>Begins to read aloud with appropriate volume</p> <p>Is working towards reading approximately 135 words per minute from an age appropriate text</p> <p>Begins to pick out vocabulary / phrases used for</p>	<p>Begins to use knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</p> <p>Can use dictionaries to check the meaning of words</p> <p>Develops ability to retrieve and record a range of information from non-fiction texts</p> <p>Can retrieve from a wide range of different forms of poetry</p> <p>Picks out vocabulary / phrases used for impact and effect and offer synonyms and antonyms</p> <p>Develops ability to justify inference with evidence</p> <p>Develops ability to identify main ideas and can summarise these</p>	<p>Can read most words effortlessly at a speaking pace</p> <p>Can read aloud with appropriate volume</p> <p>Developing ability to read approximately 135 words per minute from an age appropriate text</p> <p>Can retrieve and record a range of information from non-fiction texts</p> <p>Picks out vocabulary / phrases used for impact and effect and offer synonyms and antonyms</p> <p>Can justifies inference with evidence</p> <p>Begins to talk about a wide range of books read, retelling narratives, summarising information and offer opinions</p> <p>Can talk about known authors</p> <p>Can select books based on own reading</p>	<p>Can use knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</p> <p>Can use dictionaries confidently to check the meaning of words</p> <p>Can confidently retrieve and record a range of information from non-fiction texts</p> <p>Can confidently retrieve from a wide range of different forms of poetry</p> <p>Confidently picks out vocabulary / phrases used for impact and effect and offer synonyms and antonyms</p> <p>Can identify main ideas and can summarise these</p> <p>Can offer inferences and predictions and</p>	<p>Can read a range of texts with fluency, understanding and expression, independently selecting an appropriate and effective strategy</p> <p>Can read aloud confidently with appropriate volume</p> <p>Can read approximately 135 words per minute from an age appropriate text</p> <p>Can confidently justify inference with evidence</p> <p>Can confidently identify main ideas and can summarise these</p> <p>Can talk confidently about a wide range of books read, retelling narratives, summarising</p>	



	<p>impact and effect and offer synonyms and antonyms Begins to justify inference with evidence. Begins to identify main ideas and can summarise these Begins to talk about known author. Begins to select books based on own reading experiences and preferences Begins to talk about themes and conventions when discussing books Begins to expand and explain answers to questions based on texts read, making reference to texts</p>	<p>Begins to offer inferences and predictions and explains rationale behind these, making reference to the text as appropriate Begins to identify how language, structure and presentation contributes to meaning Can recognise different forms of poetry Reads aloud Can expand and explain answers to questions based on texts read, making reference to texts Can prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</p>	<p>experiences and preferences Can prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume Can read independently with sustained concentration</p>	<p>explains rationale behind these, making reference to the text as appropriate Can recognise different forms of poetry, confidently Can talk about themes and conventions when discussing books Can talk about their own reading and reading choices Can confidently expand and explain answers to questions based on texts read, making reference to texts</p>	<p>information and offering opinions Can confidently identify how language, structure and presentation contributes to meaning Can read a wide range of fiction and non-fiction, including poetry Can use the structure of books to navigate around texts Can understand the different reasons for reading – for pleasure / to find information, for example Can confidently read aloud Can prepare poems and play-scripts to be read aloud and performed showing confident understanding of intonation, tone and volume</p>	
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Yr 5	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to persuade Advertising Letter Speech Campaign	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to discuss Balanced argument Newspaper article Review
Books from the reading spine	Room 13	Street Child	The Explorer	The Tale of Three Brothers FARThER	The Girl of Ink and Stars	The Midnight Fox
Grammar, punctuation and writing process/sentence	<p>Confident in the grammar and punctuation of previous year groups.</p> <p>Begins to use modal verbs and adverbs to indicate degrees of possibility</p> <p>Begins to use brackets, dashes and commas to indicate parenthesis</p> <p>Begins to use commas to clarify meaning or avoid ambiguity</p> <p>Begins to choose vocabulary to complement purpose</p>	<p>Can use modal verbs and adverbs to indicate degrees of possibility</p> <p>Can use commas to clarify meaning or avoid ambiguity</p> <p>Can choose vocabulary to complement purpose</p> <p>Developing ability to identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</p> <p>Begins to show a growing awareness of how authors develop character and setting, including through the use of dialogue</p>	<p>Can uses brackets, dashes and commas to indicate parenthesis</p> <p>Can use a thesaurus to refine word choice</p> <p>Can confidently use the past and progressive tense.</p> <p>Can use devices to build cohesion within and across paragraphs</p> <p>Can make effective changes when editing own and others' work</p> <p>Can précis longer passages</p> <p>Can consider the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</p> <p>Can understand how words are related be</p>	<p>Can confidently use modal verbs and adverbs to indicate degrees of possibility</p> <p>Can confidently use commas to clarify meaning or avoid ambiguity</p> <p>Can identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</p> <p>Can confidently link ideas across paragraphs using adverbials of time, place and number.</p> <p>Can introduce, develop and conclude</p>	<p>Can confidently use brackets, dashes and commas to indicate parenthesis</p> <p>Can confidently choose vocabulary to complement purpose</p> <p>Can confidently use devices to build cohesion within and across paragraphs</p> <p>Can Confidently make effective changes when editing own and others' work</p> <p>Can shows a growing awareness of how authors develop character and setting, including through the use of dialogue</p> <p>Can integrate dialogue to convey</p>	Consolidation of all learning



	<p>Can use the past and progressive tense Begins to use devices to build cohesion within and across paragraphs Begins to make effective changes when editing own and others' work Begins to consider the impact and effect of vocabulary and grammar choices when re-reading own and others' writing Begins to link ideas across paragraphs using adverbials of time, place and number. Begins to understand how words are related by meanings as synonyms and antonyms Begins to use relative clauses beginning with who, which, where, when, whose and that</p>	<p>Can link ideas across paragraphs using adverbials of time, place and number. Begins to introduce, develop and conclude paragraphs appropriately. integrate dialogue to convey character and advance action Begins to integrate dialogue to convey character and advance action Begins to describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar Begins to ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>meanings as synonyms and antonyms Can use relative clauses beginning with who, which, where, when, whose and that Year 5 He/she can proof read writing for wider audience to ensure accuracy of spelling and punctuation Can use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning Can ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>paragraphs appropriately. Can confidently use relative clauses beginning with who, which, where, when, whose and that Can confidently use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning Can use exclamation marks (What a great day! How wonderful!)</p>	<p>character and advance action Can describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar Confident in understanding how words are related be meanings as synonyms and antonyms Can confidently use relative clauses beginning with who, which, where, when, whose and that Can confidently ensure the consistent and correct use of tense throughout a piece of writing</p>	
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	<p>Begins to proof read writing for wider audience to ensure accuracy of spelling and punctuation</p> <p>Begins to use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p>					
<p>Transcription: spelling and handwriting</p>	<p>Know confidently all the Y1 and Y2 and Y3 and Y4 spellings See relevant year groups for details.</p> <p>Begins to use 3 or 4 letters of a word to check meaning and spelling in a dictionary; uses a thesaurus</p> <p>Begins to understand standard of handwriting appropriate for a particular task i.e.</p>	<p>Can use 3 or 4 letters of a word to check meaning and spelling in a dictionary; uses a thesaurus</p> <p>Can spell using the letter string ough, can spell using /ee/ sound spelt ei after c, can spell words ending in -able, -ible, -ably, -ibly</p> <p>Homophones advice practice advise prophecy device prophesy devise license license practise</p> <p>Y5/6 spelling list</p>	<p>Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</p> <p>Homophones father herd farther led further lead guessed morning guest mourning heard passed past</p> <p>Y5/6 spelling list <i>accompany according</i> <i>achieve aggressive</i> <i>amateur ancient</i> <i>apparent appreciate</i></p>	<p>Can spell most words with the ending -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Homophones precede proceed principle principal profit prophet stationery stationary precede proceed principle principal profit prophet stationery stationary</p> <p>Yr 5/6 spelling list embarrass environment equip equipped</p>	<p>Homophones steal steel wary weary who's whose aisle isle aloud allowed effect affect altar alter ascent assent bridal bridle cereal serial compliment complement</p> <p>Y5/6 spelling list familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately</p>	<p>Review of all learning</p>



	notes, final versions, labelling a diagram, filling in forms	<i>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition</i>	<i>attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous</i>	equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately individual interfere interrupt	individual interfere interrupt	
Reading	Beginning to read aloud with appropriate volume and expression to make meaning clear to the audience Begins to apply their growing knowledge of root words, prefixes and suffixes (to read aloud and to understand the meaning of new words that they meet). Can be encouraged to work out unfamiliar words focussing on all the letters (reading	Developing ability to read aloud with appropriate volume and expression to make meaning clear to the audience Develops ability to retrieve information from a text rapidly, using efficient and effective methods Develops ability to infer effectively (including meaning of unfamiliar words from context or characters' thoughts feelings and motives) Can explore the meanings of vocabulary in context offering synonyms and antonyms.	Can read aloud with appropriate volume and expression to make meaning clear to the audience Can apply their growing knowledge of root words, prefixes and suffixes (to read aloud and to understand the meaning of new words that they meet). Can read fluently approximately 140 words per minute from an age appropriate text Can show empathy/understanding with characters' motives and behaviours (with reasons) and give	Can retrieve information from a text rapidly, using efficient and effective methods Can confidently explore the meanings of vocabulary in context offering synonyms and antonyms. Can confidently show empathy/understanding with characters' motives and behaviours (with reasons) and give impressions of characters Can confidently summarise main idea from more than one paragraph consistently Can read an increasingly wide range of age	Has a repertoire of poems that are known by heart Overlearning of reading skills.	Practising of reading skills.



	<p>invitation instead of imitation) Can use a dictionary Begins to read fluently approximately 140 words per minute from an age appropriate text Begins to retrieve information from a text rapidly, using efficient and effective methods Begins to infer effectively (including meaning of unfamiliar words from context or characters' thoughts feelings and motives) Begins to summarise main idea from more than one paragraph consistently Starts to build up a repertoire of poems that are known by heart Begins to distinguish between statements of fact and opinion.</p>	<p>Begins to show empathy/understanding with characters' motives and behaviours (with reasons) and give impressions of characters Begins to can discuss author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) Builds up an increasingly wide range of age appropriate books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures</p>	<p>impressions of characters Develops ability to discuss author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) Can summarise main idea from more than one paragraph consistently Can explain the effect and impact of author viewpoint Adds to the repertoire of poems that are known by heart Can distinguish between statements of fact and opinion. Can give impressions of characters and settings</p>	<p>appropriate books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures Can recommend books to peers Year 5 He/she can provide reasoned justification for their views</p>		
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	Begins to give impressions of characters and settings					



Yr 6	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to persuade Advertising Letter Speech Campaign	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to discuss Balanced argument Newspaper article Review
Books from the reading spine	Holes	Clockwork; Arrival	Hobbit	Skellig	Fireweed	River Boy
Grammar, punctuation and writing process/sentences	Overlearning of Y5 and previous years curriculum Can use the passive voice to effect the presentation of information in a sentence Begins to use the perfect form of the verbs to mark relationships of time and cause. Begins to use colons, semi colons and dashes to mark boundaries between independent clauses	Can use colons, semi colons and dashes to mark boundaries between independent clauses Develops ability to use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis Develops ability to demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations	Can use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis Can use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis Can demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations	Overlearning of elements of writing Can write for a range of purposes and audiences Can proof read writing for wider audience to ensure accuracy of spelling and punctuation Can use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning	Overlearning Can describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar	Consolidation of all learning



	<p>Begins to use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis</p> <p>Begins to demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations</p> <p>Can use a colon to introduce a list and uses semi-colons within a list</p> <p>Begins to vary length, structure and subject of sentences to extend meaning and interest the reader</p> <p>Can punctuate bullet points consistently</p> <p>Begins to understand how words are related by meaning as synonyms and antonyms</p>	<p>Can recognise the subjunctive form</p> <p>Develops ability make appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Can use the perfect form of the verbs to mark relationships of time and cause.</p> <p>Can vary length, structure and subject of sentences to extend meaning and interest the reader</p> <p>Can use hyphens to avoid ambiguity</p> <p>Can understand how words are related by meaning as synonyms and antonyms</p> <p>Develops use of expanded noun phrases to convey complicated information concisely</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that.</p>	<p>Can make appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</p> <p>Can use expanded noun phrases to convey complicated information concisely</p> <p>Knows the difference between typical formal and informal structures and the use of the subjunctive</p> <p>Can proof read writing for wider audience to ensure accuracy of spelling and punctuation</p> <p>Can précise longer passages appropriately</p> <p>Can use suitable forms with appropriate features for different text types</p> <p>Can introduce, develop and conclude paragraphs appropriately</p> <p>Can link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical</p>			
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	<p>Begins to use expanded noun phrases to convey complicated information concisely</p> <p>Can use the past and the progressive tense</p> <p>Begins to proof read writing for wider audience to ensure accuracy of spelling and punctuation</p> <p>Begins to use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Begins to introduce, develop and conclude paragraphs appropriately</p>	<p>Develops ability to proof read writing for wider audience to ensure accuracy of spelling and punctuation</p> <p>Develops ability to use drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</p> <p>Develops ability to introduce, develop and conclude paragraphs appropriately</p> <p>Can integrate dialogue to convey character and advance action</p> <p>Develops the linking of ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Develops ability to describe settings, character and atmosphere to good</p>	<p>connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>			
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		effect selecting appropriate vocabulary and grammar				
Transcription: spelling and handwriting	<p>Review spelling from Y5 and previous years. Overlearn Y5 vocabulary list and Y5 homophones</p> <p>Begins to add suffixes beginning with vowel letters to words ending in -fer referring referred referral preferring preferred transferring transferred reference referee refereeing preference transference transfer</p> <p>Y5/6 Spelling list language leisure lightning marvellous mischievous muscle</p>	<p>Can add suffixes beginning with vowel letters to words ending in -fer Can spell words with silent letters Can spell most homophones and other words that are often confused</p> <p>Can use a hyphen appropriately by joining a prefix to a root word, especially if the vowel ends in a vowel letter and root word also begins with one co-ordinate re-enter co-operate co-own ice-skate build-up well-known spot-check multi-media eye-catching co-pilot break-in sugar-free mother-in-law day-to-day father-in-law bad-tempered</p> <p>Y5/6 Spelling list</p>	<p>Can spell most homophones and other words that are often confused descent dissent desert dessert draft draught</p> <p>Continue over-learning of previous years' curriculum</p> <p>Y5/6 Spelling list sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system</p>	<p>Y5/6 Spelling list temperature thorough twelfth variety vegetable vehicle yacht</p>	<p>Can spell most of the words from the NC vocabulary list Can write legibly and fluently and with increasingly efficient speed Knows which letters join and which writing implement is best suited to a task</p>	<p>Consolidation of all learning</p>



	necessary neighbour nuisance	occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm				
Reading	<p>Begins to read confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</p> <p>Can determine meaning of new words by applying knowledge of root words, suffixes and prefixes</p> <p>Can demonstrate appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience</p>	<p>Can read fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</p> <p>Can retrieve information effectively using organisational features when reading age appropriate books. Develops ability to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence.</p> <p>Begins to identify key details that support main ideas, and uses them to summarise</p>	<p>Can read confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books</p> <p>Can confidently demonstrate appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience</p> <p>Can read fluently at approximately 155 words per minute from an age appropriate text. Develops ability to retrieve information effectively using organisational features</p>	<p>Can read fluently approximately 155 words per minute from an age appropriate text. Can retrieve information effectively using organisational features when reading age appropriate books. Can identify key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p> <p>Can read and demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p>	<p>Can confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence.</p> <p>Can always participate actively in discussion about age appropriate books</p>	



	<p>Begins to read fluently approximately 155 words per minute from an age appropriate text. Develops ability to retrieve information effectively using organisational features when reading age appropriate books. Develops ability to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence. Begins to draw on contextual evidence to make sense of what is read, and participates in discussion to explore vocabulary with different meanings, offering</p>	<p>content drawn from more than one paragraph. Further develops ability to formulate impressions of character and setting using contextual evidence to justify Can provide reasoned justification for their views. Further develops ability to predict what might happen from details stated and implied. Can demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. Develops knowledge of a wide range of poetry by heart. Can participate actively in discussion about age appropriate books</p> <p>Can identify how punctuation is used by the author for impact and effect</p>	<p>when reading age appropriate books. Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence. Can draw on contextual evidence to make sense of what is read, and participates in discussion to explore vocabulary with different meanings, offering synonyms and antonyms. Can formulate impressions of character and setting using contextual evidence to justify Can predict what might happen from details stated and implied. Can record and present information from age appropriate non-fiction texts</p>	<p>Can explain and discuss understanding of what has been read, including through formal presentations and debates, Can recommend books to others based on own reading preferences, giving reasons for choice. Knows a wide range of poetry by heart. Can identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Can express views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. Year 6 He/she can make comparisons within and across books</p>		
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	<p>synonyms and antonyms. Can explain how language, structure, and presentation, can contribute to the meaning of a text. Begins to record and present information from age appropriate non-fiction texts</p>					
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