



## English Curriculum Overview for Dry Drayton C of E Primary School

Year 1	Year 2	Year 3/4		Year 5/6	
<p><u>Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</li> <li>How <b>words</b> can combine to make <b>sentences</b></li> <li>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>Sequencing <b>sentences</b> to form short narratives</li> <li>Separation of <b>words</b> with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Capital letters for names and for the personal <b>pronoun</b> <i>I</i></li> <li>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	<p><u>Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</li> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Commas to separate items in a list</li> <li><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	<p><u>Year 3 Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li><b>Formation of nouns using a range of prefixes</b> [for example <i>super-, anti-, auto-</i>]</li> <li><b>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</b> [for example, <i>a rock, an open box</i>]</li> <li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> <li>Express time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> </ul>	<p><u>Year 4 Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i></li> <li>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> <li><b>Use of paragraphs to organise ideas around a theme</b></li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b></li> </ul>	<p><u>Year 5 Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</li> <li><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</li> <li><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</li> <li>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>Linking ideas</li> </ul>	<p><u>Year 6 Grammar, vocabulary, punctuation</u></p> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]</li> <li>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> <li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>The difference between structures typical of</li> </ul>

		<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> <li>• Introduction to inverted commas to <b>punctuate</b> direct speech</li> <li>• Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul>	<p>and avoid repetition</p> <ul style="list-style-type: none"> <li>• Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>• <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>• Use of commas after <b>fronted adverbials</b></li> <li>• Determiner, pronoun, possessive pronoun, adverbial</li> </ul>	<p>across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between</li> </ul>
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				<p>independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <ul style="list-style-type: none"> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> </ul>
<p style="text-align: center;"><b><u>Composition</u></b></p> <p style="text-align: center;"><b><u>Writing and drafting</u></b></p> <ul style="list-style-type: none"> <li>• say out loud what they are going to write about</li> <li>• compose a sentence orally before writing it</li> <li>• sequence sentences to form short narratives</li> <li>• re-read what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul> <p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• say out loud what they are going to write about</li> <li>• compose a sentence orally before writing it</li> <li>• sequence sentences to form short narratives</li> <li>• re-read what they have</li> </ul>	<p style="text-align: center;"><b><u>Composition</u></b></p> <p style="text-align: center;"><b><u>Writing and drafting</u></b></p> <ul style="list-style-type: none"> <li>• write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• write poetry</li> <li>• write for different purposes</li> </ul> <p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• plan or say out loud what they are going to write about</li> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> </ul> <p style="text-align: center;"><b><u>Evaluate and editing</u></b></p> <ul style="list-style-type: none"> <li>• evaluate their writing with the teacher and other pupils</li> <li>• re-read to check that their</li> </ul>	<p style="text-align: center;"><b><u>Composition</u></b></p> <p style="text-align: center;"><b><u>Writing and drafting</u></b></p> <ul style="list-style-type: none"> <li>• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> <p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discuss and record ideas</li> </ul> <p style="text-align: center;"><b><u>Evaluate and editing</u></b></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p style="text-align: center;"><b><u>Composition</u></b></p> <p style="text-align: center;"><b><u>Writing and drafting</u></b></p> <ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</li> <li>• in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• précis longer passages</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p style="text-align: center;"><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own note and develop initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, consider how authors</li> </ul>	

<p>written to check that it makes sense</p> <ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul> <p><b>Evaluate and editing</b></p> <ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<p>writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> <li>proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>	<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Evaluate and editing</b></p> <ul style="list-style-type: none"> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>
<p><b>Speaking and listening: Overview for all years</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions and explanations</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>			
<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Speaking and listening</b></p> <p>No specific objectives for year 3/4</p>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<p><b>Transcription: Handwriting</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<p><b>Transcription: Handwriting</b></p> <ul style="list-style-type: none"> <li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>form lower-case letters of the correct size relative to one another</li> </ul>	<p><b>Transcription: Handwriting</b></p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and</li> </ul>	<p><b>Transcription: Handwriting</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed</li> <li>choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>

<ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• all letters of the alphabet and the sounds which they most commonly represent</li> <li>• consonant digraphs which have been taught and the sounds which they represent</li> <li>• vowel digraphs which have been taught and the sounds which they represent</li> <li>• the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	
<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• naming the letters of the alphabet in order</li> <li>• use letter names to distinguish between alternative spellings of the same sound</li> <li>• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• use the prefix un-</li> <li>• use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance</li> </ul>	<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• distinguish between homophones and near-homophones</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learn to spell common exception words</li> <li>• Learn to spell more words with contracted forms</li> <li>• learn the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• write from memory simple</li> </ul>	<p><b>Transcription: Spelling</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p><b>Transcription: Spelling</b></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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>

<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• all letters of the alphabet and the sounds which they most commonly represent</li> <li>• consonant digraphs which have been taught and the sounds which they represent</li> <li>• vowel digraphs which have been taught and the sounds which they represent</li> <li>• the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>• words with adjacent consonants</li> <li>• guidance and rules which have been taught</li> </ul>	<p>sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		
<p><b><u>Reading Comprehension</u></b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p>Understand both the books they can</p>	<p><b><u>Reading Comprehension</u></b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories</li> </ul>	<p><b><u>Reading Comprehension</u></b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul>	<p><b><u>Reading Comprehension</u></b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul 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</li> </ul>

<p>already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> <li>• read accurately words of two or more syllables that contain the same GPCs as above</li> </ul>	<p>and poetry</p> <ul style="list-style-type: none"> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</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>• identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p>is clear to an audience</p> <p>Understand what they read by:</p> <ul 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><u>Word reading</u></b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> </ul>	<p><b><u>Word reading</u></b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until</li> </ul>	<p><b><u>Word reading</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to</li> </ul>	<p><b><u>Word reading</u></b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to</li> </ul>

<ul style="list-style-type: none"> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>read aloud and to understand the meaning of new words that they meet</p>