

English focus	
<p>Reading comprehension</p>	<p><u>Love of Reading</u></p> <ul style="list-style-type: none"> • Regularly listen to whole novels read aloud by the teacher • Listen to and discuss a range of fiction, poetry, plays and non-fiction including fables, fairy tales, myths, non-chronological reports, recounts, explanations <p>Participate in discussions about books (both those that are read to them and those they can read for themselves)</p> <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Read books and texts for a range of purposes (e.g. research, enjoyment etc) • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud • Prepare poems to read aloud • Prepare play scripts to perform showing understanding through intonation, tone, volume and actions • Orally retell a range of stories • Read and increase familiarity of myths and legends and retell orally • <p><u>Retrieval/ summarising</u></p> <ul style="list-style-type: none"> • Sequence and discuss the main events in stories • Understand what they read independently by checking that the text makes sense to them • Talk about what they have read and their understanding of the text • Ask questions about what they read • Recall and summarise main ideas • Identify a key idea in a paragraph • Retrieve and record information from non-fiction texts • Prepare for research by identifying what is already known about the subject and key questions to structure the task <p><u>Language/structure</u></p> <ul style="list-style-type: none"> • Identify, discuss and collect words and phrases which capture the reader’s interest and imagination • Explain the meaning of unfamiliar words using the context • Identify how language can be used to create mood or tension • Comment on language choices (word classes, sentence length etc) in the text and the impact on the reader (e.g. there are lots of adjectives so the reader feels...) • Identify how the structure of a text contributes to its meaning • Evaluate how specific information is organised and presented in a non-fiction text (e.g. text boxes, tables, bullet points, diagram, glossary) • Use dictionaries to check meaning of words they have read <p><u>Inference/justification</u></p> <ul style="list-style-type: none"> • Make predictions about what they think might happen based on detail • Infer a character’s feelings or thoughts from their actions • Justify responses to the text using PE (point + evidence) <p><u>Comparison</u></p> <ul style="list-style-type: none"> • Recognise some different forms of poetry including classic poetry, shape poetry, narrative poems, calligrams, kennings • Identify and discuss themes of books • Identify recurring themes and elements of different stories
	<p style="text-align: center;">Greater depth</p> <ul style="list-style-type: none"> • Make links between unfamiliar words and those they are familiar with • Review books and share opinions with different audiences • Make links between books they have read independently and the text • Make links across different genres • Understand and describe a favourite author’s style

**Word reading/
phonics**

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings
- Use suffixes to understand meanings
- Read further exception words noting unusual correspondences between spelling and sound and where these occur in the word

**Spoken
Language**

- Listen and respond appropriately to adults and their peers
- Ask relevant questions
- Clarify unknown words
- Make a point and justify it using 'because'
- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Maintain attention
- Take turns and listen to what others say
- Stay on topic
- Use spoken language develop understanding through exploring ideas
- Speak audibly
- Start to show awareness of how and when Standard English is used
- Develop and agree on rules for effective discussion
- Participate in discussions, presentations, performances and role plays
- Show understanding of the main points in a discussion
- Make and respond to contributions in a variety of group situations (e.g. whole class, pairs, groups etc)
- Consider other viewpoints
- Show they have listened carefully through making relevant comments
- Think about how to get the listener's attention
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
- Retell a story using narrative language and added relevant detail
- Use intonation, tone and volume when reading aloud
- Take note of punctuation when reading aloud
- Prepare poems to read aloud
- Prepare play scripts to perform showing understanding through intonation, tone, volume and actions

Greater depth

- Use fronted adverbials to sequence points
- Present/share/perform in front of a larger audience
- Respond to questions arising from presentations

	Term 1		Term 2		Term 3		
Spelling	<u>Spelling rules</u> <ul style="list-style-type: none"> ➤ Suffix -s and -es ➤ Prefix un- ➤ Prefix dis - ➤ Apostrophes for contraction ➤ Words with 'ei' and 'eigh' and 'ey' ➤ Homophones ➤ Prefix mis- ➤ Prefix re- ➤ The i sound spelt y (e.g. myth/ gym) ➤ Words ending with the /g/ sound spelt '-gue' ➤ Words ending with the /k/ sound spelt '-que' 	<u>NN</u> actual arrive build breath busy circle caught centre century eight eighth early group heard heart learn often	<u>Spelling rules</u> <ul style="list-style-type: none"> ➤ Suffix '-ness' following a consonant ➤ Suffix '-ful' following a consonant ➤ Prefixes 'sub-' and 'tele-' ➤ Words with the sh sound spelt ch (e.g. chef, machine) ➤ Suffix - less ➤ Suffix -ly ➤ Prefixes 'super-' and 'auto-' ➤ Words with c sound spelt ch (e.g. chemist, echo, school) ➤ Homophones/near homophones 	<u>NN</u> address consider continue decide difficult earth enough February forward fruit guard guide island minute material recent	<u>Spelling rules</u> <ul style="list-style-type: none"> ➤ Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', 'less' and '-ly') ➤ Suffix '-ly' with root words ending in 'le' ➤ Suffix '-ly' with root words ending in 'le' and 'ic' ➤ Different ways of making the 'i' sound: (e.g. gym, cygnet, myth, pretty, women, pyramid, mystery, Egypt, build) ➤ Apostrophes for contractions ➤ Words with the 'u' sound spelt 'ou' (e.g. young, trouble, country) ➤ Homophones/near homophones 	<u>NN</u> actually answer appear describe extreme famous height history imagine interest important length library mention notice perhaps quarter though	
	Homophones/near homophones						
		Hear/here Too/to/two One/won Where/were/wear There/they're/their See/sea Blue/blew No/know		Our/hour/are Meat/meet Great/grate Week/weak Bear/bare Write/right Be/bee		Break/brake Knot/not Weather/whether Plain/plane Scene/seen Male/mail	

Writing

Grammar terminology for pupils:

Preposition
Conjunction
Word family
Word classes
Nouns
Verbs
Adjectives
Adverbs
Noun phrase
Prefix
Main clause
Subordinate clause
Direct speech
Consonant
Vowel
Inverted commas (speech marks)
Statement
Command
Question

Handwriting

- Use tall capital letters and smaller lower case letters
- Use correct joining strokes
- Show increased legibility and quality to handwriting

Punctuation

- Use full stops and capital letters consistently
- Use commas in lists
- Use commas to mark clauses
- Use commas after fronted adverbials
- Use exclamation marks and questions marks
- Use speech marks and some other direct speech punctuation
- Use apostrophes for contraction
- Use apostrophes for possession (singular)

Word level

- Use 'a' and 'an' correctly
- Start to spell some common exception words
- Use ambitious vocabulary
- Choose words because of the effect they will have on the reader
- Use a range of prefixes
- Apply spelling rules in independent writing
- Select appropriate vocabulary depending on purpose and audience of writing

Sentence level

- Use place prepositions
- Use time prepositions
- Start sentences with time and place adverbials
- Use noun phrases for description
- Use 'like' to build a simile
- Use adverbs/adverbial phrases that build a relationship or 'cause' (e.g. therefore, as a result)
- Use one word/short sentences for effect
- Use a range of conjunctions: and, but, so, while, although, if, because, until
- Stay in the correct tense
- Use the present perfect form of verbs instead of simple past

Text level: purpose and audience

- Identify key features of a specific genre
- Practise using appropriate writing techniques for specific purposes
- Include all features of a genre/text type appropriately and consistently
- Use a simple planning format
- Develop ideas for writing through discussion and recording
- Develop ideas in non-fiction writing that are factual and precise
- Use headings and subheadings to group ideas
- Signal opening in narrative and non-fiction writing (e.g. introduction sentence etc)
- Signal closing in narrative and non-fiction writing (e.g. conclusion)
- Use paragraphs to group ideas together
- Link paragraphs
- Use strategies to create flow (eg. pronouns/references back to previous points)
- Maintain voice in writing
- Express a basic viewpoint, an opinion or an idea

Editing and evaluation

- Proof-read sentences to check for sense
- Begin to edit writing for spelling and punctuation errors
- Read aloud own writing to class using appropriate intonation

	<p style="text-align: center;">Greater depth</p> <ul style="list-style-type: none"> • Develop an understanding of synonyms and how different words have different 'shades' of meaning (e.g. damp is 'less wet' than sodden) • Begin to use a thesaurus • Explain why they have chosen a word/phrase/sentence with the audience in mind • Evaluate own writing and make improvements independently • Express a viewpoint different to their own • Develop own voice in writing • Generate own stimuli for writing • Independently identify and correct grammatical errors in a text • Use apostrophes for possession for plurals • Begin to experiment with other punctuation (e.g. ellipsis, brackets etc)
<p>Non-negotiable text types</p>	<p>Shape poem Setting description Narrative – myth Play script Website page Newspaper report</p>