

Group	Challenging Texts	Writing Genre Outcome suggestions	NC – Reading	NC – Writing
Power Steps 1	<ul style="list-style-type: none"> ○ Dinosaurs in the supermarket ○ Lost and Found ○ Aliens Love Underpants ○ Baby Brains ○ Grumpy Frog ○ Mr Big ○ Worrysaurus 		<p><u>Decoding</u></p> <ul style="list-style-type: none"> ○ Apply phonic knowledge to decode words. ○ Speedily read all 40+ letters/groups for 40+ phonemes. ○ Read accurately by blending taught GPC. ○ Read common exception words. ○ Read common suffixes (-s, -es, -ing, -ed, etc.). ○ Read multisyllable words containing taught GPC.s ○ Read contractions and understanding use of apostrophe. ○ Read aloud phonically-decodable texts. <p><u>Range of Reading</u></p> <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ○ Being encouraged to link what they read or hear read to their own experiences. <p><u>Familiarity with texts</u></p> <ul style="list-style-type: none"> ○ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases <p><u>Poetry</u></p> <ul style="list-style-type: none"> ○ learning to appreciate rhymes and poems, and to recite some by heart <p><u>Word Meaning</u></p> <ul style="list-style-type: none"> ○ discussing word meanings, linking new meanings to those already known <p><u>Understanding</u></p>	<p><u>Phoneme and whole word spelling</u></p> <ul style="list-style-type: none"> ○ Words containing each of the 40+ phonemes taught. ○ Common exception words. ○ The days of the week. ○ Name the letters of the alphabet in order. ○ Use letter names to distinguish between alternative spellings of the same sound. <p><u>Other word building spelling</u></p> <ul style="list-style-type: none"> ○ Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. ○ Using the prefix un– ○ Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. ○ Apply simple spelling rules and guidance. <p><u>Transcription</u></p> <ul style="list-style-type: none"> ○ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ○ sit correctly at a table, holding a pencil comfortably and correctly ○ begin to form lower-case letters in the correct direction, starting and finishing in the right place ○ form capital letters ○ form digits 0-9 ○ understand which letters belong to which handwriting ‘families’ and to practise these. <p><u>Writing</u></p> <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense ○ discuss what they have written with the teacher or other pupils ○ read their writing aloud clearly enough to be heard by their peers and the teacher. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using "and" <p><u>Grammar</u></p> <ul style="list-style-type: none"> ○ regular plural noun suffixes (-s, -es) ○ verb suffixes where root word is unchanged (-ing, -ed, -er) ○ un- prefix to change meaning of adjectives/adverbs

			<ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading <p><u>Inference</u></p> <ul style="list-style-type: none"> ○ discussing the significance of the title and events *making inferences on the basis of what is being said and done <p><u>Prediction</u></p> <ul style="list-style-type: none"> ○ predicting what might happen on the basis of what has been read so far <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> ○ participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> ○ to combine words to make sentences, including using and ○ Sequencing sentences to form short narratives ○ separation of words with spaces ○ sentence demarcation (. ! ?) ○ capital letters for names and pronoun 'I') <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p><u>Grammatical Terminology</u></p> <p>letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark</p>
Power Steps 2			<p><u>Decoding</u></p> <ul style="list-style-type: none"> ○ secure phonic decoding until reading is fluent ○ read accurately by blending, including alternative sounds for graphemes ○ read multisyllable words containing these graphemes ○ read common suffixes ○ read exception words, noting unusual correspondences ○ read most words quickly & accurately without overt sounding and blending <p><u>Range of Reading</u></p> <ul style="list-style-type: none"> ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <p><u>Familiarity with texts</u></p>	<p><u>Phoneme and whole word spelling</u></p> <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ distinguishing between homophones and near-homophones <p><u>Other word building spelling</u></p> <ul style="list-style-type: none"> ○ learning the possessive apostrophe (singular) ○ learning to spell more words with contracted forms ○ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ○ apply spelling rules and guidelines from Appendix 1 <p><u>Transcription</u></p> <ul style="list-style-type: none"> ○ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> ○ form lower-case letters of the correct size relative to one another ○ 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

			<ul style="list-style-type: none"> ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ recognising simple recurring literary language in stories and poetry <p><u>Poetry and Performance</u></p> <ul style="list-style-type: none"> ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><u>Word Meaning</u></p> <ul style="list-style-type: none"> ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases <p><u>Understanding</u></p> <ul style="list-style-type: none"> ○ discussing the sequence of events in books and how items of information are related ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading <p><u>Inference</u></p> <ul style="list-style-type: none"> ○ making inferences on the basis of what is being said and done ○ answering and asking question <p><u>Prediction</u></p> <ul style="list-style-type: none"> ○ predicting what might happen on the basis of what has been read so far <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> ○ being introduced to non-fiction books that are structured in different ways <p><u>Discussing Reading</u></p> <ul style="list-style-type: none"> ○ participate in discussion about books, poems & other works that are read to them & those that they can read for 	<ul style="list-style-type: none"> ○ write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ○ use spacing between words that reflects the size of the letters. <p><u>Writing</u></p> <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation ○ read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ○ expanded noun phrases to describe and specify <p><u>Grammar</u></p> <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using when, if, that, or because) and coordination (using or, and, or but) ○ some features of written Standard English ○ suffixes to form new words (-ful, -er, -ness) ○ sentence demaracation ○ commas in lists ○ apostrophes for ommission & singular possession <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ○ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p><u>Grammatical terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>
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			<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ○ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	
Power English 1	<p>Transition books: Family Fields books by Clare Mckie:</p> <p>Autumn 2:</p> <ul style="list-style-type: none"> ○ Meet Messy and Mucky ○ Meet Maisy, Kate and Dad Ray ○ Meet Cooper, Luke and Hue ○ Meet Floyd, Conroy, Moira and Joy ○ Meet Wilbur, Bigger Bert and Mum Shirl ○ Meet Woof ○ Meet Might Mike at Night <p>Spring 1</p> ○ Meet Hope, Moana, Mum Flow and Dad Joe 	<p>Recount</p> <ul style="list-style-type: none"> - Diary entry - Report - Informal letters - Email - Postcard <p>Narrative</p> <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - Blog - Television interview/report - Information poster - Tourism leaflet <p>Instructional text</p> <ul style="list-style-type: none"> - Recipes - Instructions <p>Explanation Text</p> <p>Persuasive Text</p> <ul style="list-style-type: none"> - Simple adverts to buy/do something - Posters <p>Poem</p>	<ul style="list-style-type: none"> ○ Apply their growing knowledge of root words, prefixes and suffixes to read aloud. ○ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ○ Identifying themes and conventions in a wide range of books. ○ Using dictionaries to check the meaning of words that they have read. ○ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ○ Identifying main ideas drawn from more than one paragraph and summarising these. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. ○ Justify inferences with evidence. ○ Discussing words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> ○ Phonic and whole word spelling: ○ Spell further homophones ○ Spell words that are often misspelt ○ Other word building spelling: ○ Use further prefixes and suffixes and understand how to add them ○ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ○ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ○ Transcription: ○ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ○ Handwriting: ○ 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 ○ Increase the legibility, consistency and quality of their handwriting ○ Writing: ○ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ Discussing and recording ideas ○ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ○ Organising paragraphs around a theme ○ In narratives, creating settings, characters and plot ○ Assessing the effectiveness of their own and others' writing and suggesting improvements ○ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ○ Proofread for spelling and punctuation errors

	<ul style="list-style-type: none"> ○ Meet Storm, Saul and Crawford ○ Flat Stanley by Rodd Bidulph <p><u>Texts to move onto:</u></p> <p>F- The Enormous Crocodile by Roald Dahl</p> <p>F- Fantastic Mr. Fox by Roald Dahl</p> <p>F- You're a bad man Mr. Gum by Andy Stanton</p>		<ul style="list-style-type: none"> ○ Identifying how language contributes to meaning. ○ Identifying how structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ○ Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ○ Vocabulary: ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Using conjunctions, adverbs and prepositions to express time and cause (and place) ○ Grammar: ○ Using the present perfect form of verbs in contrast to the past tense ○ Form nouns using prefixes (super-, anti-) ○ Use the correct form of 'a' or 'an' ○ Word families based on common words (solve, solution, dissolve, insoluble) ○ Punctuation: ○ using and punctuating direct speech (i.e. Inverted commas) ○ Grammatical terms: ○ adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Power English 2	<p><u>Texts</u></p> <p><u>Autumn 2</u> F - The Iron Man by Ted Hughes</p> <p><u>Spring 1</u> F- Charlie and the Chocolate Factory by Roald Dahl x16</p> <p><u>Other Texts</u> F -The Firework Maker's Daughter by Philip Pullman x15</p>	<p>Article</p> <p>Recount</p> <ul style="list-style-type: none"> - Diary entry - Report - <u>Informal letters</u> - Email - Postcard <p>Formal letter</p> <p>Informal letter</p> <ul style="list-style-type: none"> - Email - Postcard <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - Blog 	<ul style="list-style-type: none"> ○ Read aloud and understand words based on knowledge of root words, prefixes and suffixes ○ Read further exception words, including those with unusual spelling/sound links ○ Use dictionaries to check the meaning of words ○ Check that a text makes sense, including explaining the meaning of words in context ○ Identify and summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> ○ Phonic and whole word spelling: ○ Spell further homophones ○ Spell words that are often misspelt ○ Other word building spelling: ○ Use further prefixes and suffixes and understand how to add them ○ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ○ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ○ Transcription: ○ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ○ Handwriting:

<p>F – Kaspar: Prince of Cats by Michael Morpurgo x16</p>	<ul style="list-style-type: none"> - Television interview/report - Information poster - Tourism leaflet <p>Persuasive Text</p> <ul style="list-style-type: none"> - Advertises to buy/do something - Posters - Brochure - Letter <p>Instructional text</p> <p>Explanation Text</p> <p>Poem</p>	<ul style="list-style-type: none"> ○ Draw inferences about feelings thoughts and motives ○ Use evidence to justify inferences ○ Discuss words and phrases which capture the reader’s interest ○ Identify how language contributes to meaning ○ Identify how structure and presentation contribute to meaning 	<ul style="list-style-type: none"> ○ 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 ○ Increase the legibility, consistency and quality of their handwriting ○ Writing: ○ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ○ Discussing and recording ideas ○ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ○ Organising paragraphs around a theme ○ In narratives, creating settings, characters and plot ○ Assessing the effectiveness of their own and others’ writing and suggesting improvements ○ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ○ Proofread for spelling and punctuation errors ○ Vocabulary: ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Grammar: ○ Using fronted adverbials ○ Difference between plural and possessive -s ○ Standard English verb inflections (I did vs I done) ○ Extended noun phrases, including with prepositions ○ Appropriate choice of pronoun or noun to create cohesion ○ Punctuation: ○ Using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with singular and plural nouns ○ Using and punctuating direct speech (including punctuation within and surrounding inverted commas) ○ Grammatical terms: ○ determiner, pronoun, possessive pronoun, adverbial
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<p>Power English 3</p>	<p>Texts Autumn 2 F- The Sheep-Pig by Dick-King Smith</p> <p>Spring 1 F- Grandpa's Great Escape by David Walliams x16</p> <p>Other Texts</p> <p>F- How to train your dragon by Cressida Cowell x11</p> <p>NF – Boy – Tales of Childhood by Roald Dahl x14</p>	<p>Narrative</p> <p>Recount</p> <ul style="list-style-type: none"> - Diary entry - Report - Informal letters - Email - Postcard - Formal letters - Biased argument - Non-biased argument <p>Article</p> <ul style="list-style-type: none"> - Newspaper/magazine - Online article - Blog <p>Script</p> <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - Blog - Television interview/report - Information poster - Tourism leaflet <p>Persuasive Text</p> <ul style="list-style-type: none"> - Adverts to buy/do something - Posters - Brochure - Letter <p>Instructional text</p> <p>Explanation Text</p>	<ul style="list-style-type: none"> ○ Use knowledge of morphology and etymology to read aloud and understand new words ○ Make comparisons within and across books ○ Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions ○ Identify and discuss themes and conventions across a wide range of writing ○ Discuss understanding of texts, including exploring meaning of words in context ○ Ask questions to improve understanding of texts ○ Summarise ideas drawn from more than one paragraph, identifying key details ○ Predict future events from details stated and implied ○ Identify how language, structure and presentation contribute meaning ○ Discuss how authors use language, including figurative language, to affect the reader ○ Participate in discussions about books, building on and challenging ideas 	<ul style="list-style-type: none"> ○ Phonic and whole word spelling: ○ Spell some words with 'silent' letters ○ Continue to distinguish between homophones and other words which are often confused ○ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ○ Other word building spelling: ○ Use further prefixes and suffixes and understand the guidance for adding them ○ Use dictionaries to check the spelling and meaning of words ○ Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary ○ Handwriting: ○ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ Choosing the writing implement that is best suited for a task ○ Writing: ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ○ noting and developing initial ideas, drawing on reading and research where necessary ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing
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		<p>Balanced Argument</p> <p>Poem</p>	<ul style="list-style-type: none"> ○ Explain and discuss understanding of reading ○ Participate in formal presentations and debates about reading ○ Provide reasoned justifications for views 	<ul style="list-style-type: none"> ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ○ proofread for spelling and punctuation errors ○ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ○ Vocabulary: <ul style="list-style-type: none"> ○ Use a thesaurus ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ Grammar: <ul style="list-style-type: none"> ○ using the perfect form of verbs to mark relationships of time and cause ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun ○ converting nouns or adjectives into verbs ○ verb prefixes ○ devices to build cohesion, including adverbials of time, place and number ○ Punctuation: <ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using brackets, dashes or commas to indicate parenthesis ○ Grammatical terms: <ul style="list-style-type: none"> ○ Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<p>Power English 4</p>	<p>Autumn 2</p> <p>F - Kensuke's Kingdom by Michael Morpurgo x16</p> <p>Spring 1</p> <p>F – Street Child by Berlie Doherty</p> <p>Other texts</p>	<p>Formal Letter</p> <p>Informal letter</p> <ul style="list-style-type: none"> - Email - Postcard <p>Persuasive text</p> <p>Recount</p> <ul style="list-style-type: none"> - Diary entry - Report - Informal letters - Email - Postcard - Formal letters 	<ul style="list-style-type: none"> ○ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet ○ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Reading books that are structured in different ways and reading for a range of purposes ○ Making comparisons within and across books 	<ul style="list-style-type: none"> ○ Phonic and whole word spelling: <ul style="list-style-type: none"> ○ spell some words with 'silent' letters ○ continue to distinguish between homophones and other words which are often confused ○ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 ○ Other word building spelling: <ul style="list-style-type: none"> ○ Use further prefixes and suffixes and understand the guidance for adding them ○ use dictionaries to check the spelling and meaning of words ○ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

<p>F- Private Peaceful by Michael Morpurgo x15</p> <p>F – Why the Whales came by Michael Morpurgo x 16</p> <p>P – The Highway Man by Alfred Noyes</p>	<ul style="list-style-type: none"> - Biased argument - Non-biased argument - Biography - Autobiography <p>Narrative</p> <p>Discussion text</p> <p>Non-Chronological Report</p> <ul style="list-style-type: none"> - Blog - Television interview/report - Information poster - Tourism leaflet <p>Explanation Text</p> <p>Balanced Argument</p> <p>Poem</p>	<ul style="list-style-type: none"> ○ 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 ○ Identifying and discussing themes and conventions in and across a wide range of writing ○ Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ Asking questions to improve their understanding ○ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas ○ Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ Predicting what might happen from details stated and implied ○ Identifying how language, structure and presentation contribute to meaning ○ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ Distinguish between statements of fact and opinion ○ Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> ○ Handwriting: ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task ○ Writing: ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ○ noting and developing initial ideas, drawing on reading and research where necessary ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader ○ assessing the effectiveness of their own and others’ writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ○ proofread for spelling and punctuation errors ○ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ○ Vocabulary: ○ use a thesaurus ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ Grammar: ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause
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			<ul style="list-style-type: none"> ○ Recommending books that they have read to their peers, giving reasons for their choices ○ Participate in discussions about books, building on their own and others' ideas and challenging views courteously ○ Explain and discuss their understanding of what they have read, including through formal presentations and debates, ○ Provide reasoned justifications for their view 	<ul style="list-style-type: none"> ○ differences in informal and formal language ○ synonyms & Antonyms ○ further cohesive devices such as grammatical connections and adverbials ○ use of ellipsis ○ Punctuation: ○ using hyphens to avoid ambiguity ○ using semicolons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list punctuating bullet points consistently ○ Grammatical terms: ○ Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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