	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition	Pupils should be taught to: plan their writing by:					
	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	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					
	draft and write by:					
	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
	in narratives, creating settings, characters	organising paragraphs around a theme	organising paragraphs around a theme	in narratives, creating settings, characters	organising paragraphs around a theme	organising paragraphs around a theme
	evaluate and edit by:	in narratives, creating settings, characters	in narratives, creating plots	evaluate and edit by:	in narratives, creating settings, characters	in narratives, creating plots
	proof-read for punctuation errors	evaluate and edit by:	evaluate and edit by:	proof-read for punctuation errors	evaluate and edit by:	evaluate and edit by:
	read aloud their own writing, to a group or	assessing the effectiveness of their	assessing the effectiveness of their	read aloud their own writing, to a group or	assessing the effectiveness of their	assessing the effectiveness of their

	the whole electronic to the		and and all and and and a			and all and and and
	the whole class, using	own writing and	own and others' writing	the whole class, using	own writing and	own and others' writing
	appropriate intonation	suggesting	and suggesting	appropriate intonation	suggesting	and suggesting
	and controlling the tone	improvements	improvements	and controlling the tone	improvements	improvements
	and volume so that the			and volume so that the		
	meaning is clear.	proposing changes to	proposing changes to	meaning is clear.	proposing changes to	proposing changes to
		vocabulary to improve	grammar and		vocabulary to improve	grammar and
		consistency, including	vocabulary to improve		consistency, including	vocabulary to improve
		the accurate use of	consistency, including		the accurate use of	consistency, including
		pronouns in sentences	the accurate use of		pronouns in sentences	the accurate use of
			pronouns in sentences			pronouns in sentences
		proof-read for spelling			proof-read for spelling	
		and punctuation errors	proof-read for spelling		and punctuation errors	proof-read for spelling
			and punctuation errors			and punctuation errors
		read aloud their own			read aloud their own	
		writing, to a group or	read aloud their own		writing, to a group or	read aloud their own
		the whole class, using	writing, to a group or		the whole class, using	writing, to a group or
		appropriate intonation	the whole class, using		appropriate intonation	the whole class, using
		and controlling the tone	appropriate intonation		and controlling the tone	appropriate intonation
		and volume so that the	and controlling the tone		and volume so that the	and controlling the tone
		meaning is clear.	and volume so that the		meaning is clear.	and volume so that the
		5	meaning is clear.		5	meaning is clear.
	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught
Manahadama	to:	to:	to:	to:	to:	to:
Vocabulary,	develop their	develop their	develop their	apply their	apply their	apply their
Punctuation &	understanding of the	understanding of the	understanding of the	understanding of the	understanding of the	understanding of the
Grammar	concepts set out in	concepts set out in	concepts set out in	concepts set out in	concepts set out in	concepts set out in
	English Appendix 2 by:	English Appendix 2 by:	English Appendix 2 by:	English Appendix 2 by:	English Appendix 2 by:	English Appendix 2 by:
	English Appendix 2 by:	English Appendix 2 by:	<u>english Appendix 2</u> by:	<u>English Appendix 2</u> by:	English Appendix 2 by:	<u>engistrappendix z</u> by:
	extending the range of	extending the range of	using conjunctions,	extending the range of	extending the range of	using conjunctions,
	sentences with more	sentences with more	adverbs and	sentences with more	sentences with more	adverbs and
	than one clause by	than one clause by	prepositions to express	than one clause by	than one clause by	prepositions to express
	using a wider range of	using a wider range of	time and cause	using a wider range of	using a wider range of	time and cause
	conjunctions, including	conjunctions, including		conjunctions, including	conjunctions, including	
	when, if, because,	when, if, because,	using fronted adverbials	when, if, because,	when, if, because,	using fronted adverbials
	although	although		although	although	
	alalough	attrough	indicate grammatical	annough	altiougn	indicate grammatical
	using the present	using conjunctions,	and other features by:	using the present	using conjunctions,	and other features by:
	perfect form of verbs in	adverbs and		perfect form of verbs in	adverbs and	
		prepositions to express	using commas after		prepositions to express	using commas after
	contrast to the past	highositions to exhiess	fronted adverbials	contrast to the past	prepositions to express	fronted adverbials
	tense	1		tense	1	

	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition learning the grammar for years 3 and 4 in English Appendix 2 adjectives consonant vowel prefix determiner	time and cause indicating possession by using the possessive apostrophe with plural nouns complex sentences commas in lists paragraphs as a simple organisational device adverbial phrase word family possessive pronoun	indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition learning the grammar for years 3 and 4 in English Appendix 2 adjectives consonant vowel prefix determiner	time and cause indicating possession by using the possessive apostrophe with plural nouns complex sentences commas in lists paragraphs as a simple organisational device adverbial phrase word family possessive pronoun	indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
	Pupils should be taught	Pupils should be taught	paragraphs around a theme cohesion prepositions subordinate clause inverted commas Pupils should be taught	Pupils should be taught	Pupils should be taught	paragraphs around a theme cohesion prepositions subordinate clause sinverted commas Pupils should be taught
Reading – word reading	to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet	to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet read further exception	<i>to:</i> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	to: read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	to: read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

			correspondences between spelling and sound, and where these occur in the word.			
Reading – comprehension	develop positive attitudes to reading and	develop positive attitudes to reading and	develop positive attitudes to reading and	develop positive attitudes to reading and	develop positive attitudes to reading and	develop positive attitudes to reading and
comprehension	understanding of what	understanding of what	understanding of what	understanding of what	understanding of what	understanding of what
	they read by:	they read by:	they read by:	they read by:	they read by:	they read by:
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	listening to and discussing a 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	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes
	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read
	identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation,	identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation,	identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination	identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation,	identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination	identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination
	tone, volume and action	tone, volume and action	understand what they	tone, volume and action	recognising some	understand what they
	,		read, in books they can		different forms of	read, in books they can
	discussing words and phrases that capture the	discussing words and phrases that capture the	read independently, by:	discussing words and phrases that capture the	poetry [for example, free verse, narrative	read independently, by:
	reader's interest and	reader's interest and	checking that the text makes sense to them, discussing their	reader's interest and	poetry]	checking that the text makes sense to them, discussing their

imagination	imagination	understanding and	imagination	understand what they	understanding and
-	-	explaining the meaning	-	read, in books they can	explaining the meaning
understand what they	understand what they	of words in context	understand what they	read independently, by:	of words in context
read, in books they can	read, in books they can		read, in books they can		
read independently, by:	read independently, by:	asking questions to	read independently, by:	checking that the text	asking questions to
checking that the text	checking that the text	improve their	checking that the text	makes sense to them, discussing their	improve their
makes sense to them,	makes sense to them,	understanding of a text	makes sense to them,	understanding and	understanding of a text
discussing their	discussing their	predicting what might	discussing their	explaining the meaning	predicting what might
understanding and	understanding and	happen from details	understanding and	of words in context	happen from details
explaining the meaning	explaining the meaning	stated and implied	explaining the meaning		stated and implied
of words in context	of words in context	stated and implied	of words in context	asking questions to	
		participate in discussion		improve their	identifying main ideas
asking questions to		about both books that	asking questions to	understanding of a text	drawn from more than
improve their	asking questions to	are read to them and	improve their		one paragraph and
understanding of a text	improve their	those they can read for	understanding of a text	drawing inferences such	summarising these
	understanding of a text	themselves, taking turns	duaina infanana a such	as inferring characters'	tele sette tele hann
drawing inferences such	drawing inferences such	and listening to what	drawing inferences such as inferring characters'	feelings, thoughts and motives from their	identifying how language, structure, and
as inferring characters' feelings, thoughts and	as inferring characters'	others say.	feelings, thoughts and	actions, and justifying	presentation contribute
motives from their	feelings, thoughts and		motives from their	inferences with	to meaning
actions, and justifying	motives from their		actions, and justifying	evidence	
inferences with	actions, and justifying		inferences with		participate in discussion
evidence	inferences with		evidence	participate in discussion	about both books that
	evidence			about both books that	are read to them and
participate in discussion			identifying main ideas	are read to them and	those they can read for
about both books that	identifying main ideas		drawn from more than	those they can read for	themselves, taking turns
are read to them and	drawn from more than one paragraph and		one paragraph and	themselves, taking turns	and listening to what
those they can read for	summarising these		summarising these	and listening to what	others say.
themselves, taking turns and listening to what	summarising these		identifying how	others say.	
others say.	identifying how		language, structure, and		
others suy.	language, structure, and		presentation contribute		
	presentation contribute		to meaning		
	to meaning				
			participate in discussion		
	participate in discussion		about both books that		
	about both books that are read to them and		are read to them and		
	those they can read for		those they can read for		
	themselves, taking turns		themselves, taking turns		
	themselves, taking turns		and listening to what		

		and listening to what others say.		others say.		
	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught
Transcription	to:	to:	to:	to:	to:	to:
	use further prefixes and	use further prefixes and	spell words that are	use the first two or	use the first two or	use the first two or
	suffixes and understand	suffixes and understand	often misspelt (English	three letters of a word	three letters of a word	three letters of a word
	how to add them	how to add them	Appendix 1)	to check its spelling in a	to check its spelling in a	to check its spelling in a
	(English Appendix 1)	(English Appendix 1)	place the possessive	dictionary	dictionary	dictionary
	spell further	spell further	apostrophe accurately	write from memory	write from memory	write from memory
	homophones	homophones	in words with regular	simple sentences,	simple sentences,	simple sentences,
	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word	plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so	dictated by the teacher, that include words and punctuation taught so far.	dictated by the teacher, that include words and punctuation taught so far.	dictated by the teacher, that include words and punctuation taught so far.
		to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	far.			

Pupils should be taught t Handwriting		Pupils should be taught to:
		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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Theme dependent:

Reading – comprehension

develop positive attitudes to reading and understanding of what they read by:

• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

understand what they read, in books they can read independently, by:

• retrieve and record information from non-fiction

Composition

Draft and write by:

• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]