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|  | **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 grammardiscussing 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](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary))in narratives, creating settings, characters *evaluate and edit by:*proof-read for **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. | *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 grammardiscussing and recording 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| **Vocabulary, Punctuation & Grammar** | *Pupils should be taught to:**develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*extending the **range of sentences with more than one clause** by using a wider range of **conjunctions**, including when, if, because, althoughusing the present perfect form of **verbs** in contrast to the past tensechoosing **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetitionlearning the grammar for years 3 and 4 in English Appendix 2**adjectives****consonant****vowel****prefix****determiner** | *Pupils should be taught to:**develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:***extending the range of sentences with more than one clause** by using a wider range of **conjunctions**, including when, if, because, althoughusing conjunctions, **adverbs** and prepositions to express time and causeindicating 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** | *Pupils should be taught to:**develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*using conjunctions, adverbs and **prepositions** to express time and causeusing **fronted adverbials***indicate grammatical and other features by:*using **commas** after **fronted adverbials**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.**paragraphs around a theme****cohesion****prepositions****subordinate clause****inverted commas** | *Pupils should be taught to:****apply*** *their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*extending the **range of sentences with more than one clause** by using a wider range of **conjunctions**, including when, if, because, althoughusing the present perfect form of **verbs** in contrast to the past tensechoosing **nouns** or **pronouns** appropriately for clarity and cohesion and to avoid repetitionlearning the grammar for years 3 and 4 in English Appendix 2**adjectives****consonant****vowel****prefix****determiner** | *Pupils should be taught to:****apply*** *their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:***extending the range of sentences with more than one clause** by using a wider range of **conjunctions**, including when, if, because, althoughusing conjunctions, **adverbs** and prepositions to express time and causeindicating 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** | *Pupils should be taught to:****apply*** *their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*using conjunctions, adverbs and **prepositions** to express time and causeusing **fronted adverbials***indicate grammatical and other features by:*using **commas** after **fronted adverbials**indicating possession by using the possessive apostrophe with **plural nouns**using and punctuating direct speechuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**paragraphs around a theme****cohesion****prepositions****subordinate clause****sinverted commas** |
| **Reading – word reading** | *Pupils should be taught to:*apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet | *Pupils should be taught to:*apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet | *Pupils should be taught to:*apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meetread further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | *Pupils should be taught to:*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | *Pupils should be taught to:*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | *Pupils should be taught to:*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| **Reading – comprehension** | *develop positive attitudes to reading and understanding of what they read by:*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading 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**identifying themes and conventions in a wide range of bookspreparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actiondiscussing words and phrases that capture the reader’s interest and imagination*understand what they read, in books they can read independently, by:*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceparticipate 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. | *develop positive attitudes to reading and understanding of what they read by:*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesusing dictionaries to check the meaning of words that they have readidentifying themes and conventions in a wide range of bookspreparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actiondiscussing words and phrases that capture the reader’s interest and imagination*understand what they read, in books they can read independently, by:*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceidentifying main ideas drawn from more than one paragraph and summarising theseidentifying how language, structure, and presentation contribute to meaningparticipate 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. | *develop positive attitudes to reading and understanding of what they read by:*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesusing dictionaries to check the meaning of words that they have readidentifying themes and conventions in a wide range of booksdiscussing words and phrases that capture the reader’s interest and imagination*understand what they read, in books they can read independently, by:*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textpredicting what might happen from details stated and impliedparticipate 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. | *develop positive attitudes to reading and understanding of what they read by:*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesusing dictionaries to check the meaning of words that they have readidentifying themes and conventions in a wide range of bookspreparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actiondiscussing words and 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reading for a range of purposesusing dictionaries to check the meaning of words that they have readidentifying themes and conventions in a wide range of booksdiscussing words and phrases that capture the reader’s interest and imaginationrecognising some different forms of poetry [for example, free verse, narrative poetry]*understand what they read, in books they can read independently, by*:checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextasking questions to improve their understanding of a textdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidenceparticipate 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. | *develop positive attitudes to reading and understanding of what they read by:*listening to and discussing a wide range of fiction, 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| **Transcription** | *Pupils should be taught to:*use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesuse the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | *Pupils should be taught to:*use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell 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 to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | *Pupils should be taught to:*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 to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | *Pupils should be taught to:*use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | *Pupils should be taught to:*use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | *Pupils should be taught to:*use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| **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 unjoinedincrease 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]