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| **GPS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * To use and apply proper nouns * To use and apply adverbs of possibility converting nouns and adjectives into verbs * To use and apply suffixes -ate, -ise, -ify * To use tenses: past & present progressive and present perfect * To use possessive and plural apostrophes * Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases) | * To use and apply Adverbs * To use and apply modal verbs * To use and apply verb prefixes dis-, de-, mis-, over-, re * To use and apply verb inflections & standard English * Use and apply inverted commas | * To use and apply prepositions * To use and apply coordinating conjunctions * To use and apply inverted commas (changing the position of the reporting clause) * To use and apply parenthesis – brackets * To use and apply commas for meaning and clarity | * To use and apply determiners * To use and apply More suffixes * To use and apply subordinating conjunctions * To link paragraphs with adverbials * To use and apply direct & indirect (Reported) speech | * To use pronouns & possessive pronouns * To know word families * To use subordinate clauses * To write cohesive paragraph * To use and apply parenthesis - commas | * To use and apply Adverbials/Fronted Adverbials * To review dictionary skills * To use and apply relative clauses * To use and apply parenthesis - dashes |
| **Composition and Writing** | * I know the audience for and purpose of the writing * When writing, I can select the appropriate form and I use other similar writing as models for my own * I can note and develop ideas, drawing on reading and research where necessary * When writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed * I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * In narratives, I can describe settings, characters and atmosphere and can develop characters through dialogue and action * I can use a wide range of devices to build cohesion within and across paragraphs e.g . then, after that, firstly and by using adverbials e.g. later, nearby, secondly * I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * I can assess the effectiveness of my own and others' writing * I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * I can consistently use the correct tense throughout a piece of writing * I can use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * I can proofread for spelling and punctuation errors * I can perform compositions, using appropriate intonation, volume, and movement so that meaning is clear | | | | | |
| **Reading** | * I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * I can use non-fiction books understanding how they are structured and can use them to support my learning * I can use a dictionary to check the meaning of words that I am unsure of * I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally * I can identify themes e.g. The triumph of good over evil, and conventions e.g. The greeting in letters, in a wide range of books * I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * I can discuss words and phrases that capture the reader's interest and imagination * I can recognise some different forms of poetry [for example, free verse, narrative poetry] * When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in context * I ask questions to improve my understanding of a text * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence * I can predict what might happen from details stated and implied * I can identify main ideas drawn from more than 1 paragraph and I am able to summarise these * I can identify how language, structure, and presentation contribute to meaning * I can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate information * I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say | | | | | |