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| **GPS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Use and apply nouns and pronouns for clarity * Use the first two or three letters of a word to check its spelling in a dictionary * Use and apply vowels and continents * Suffix ‘LY’ * Write in the past tense * Use subordinate clauses | * Use and apply adjectives * Use and apply the article ‘A’ or ‘An’ * Prefixes ‘Super’ ‘Anti’ ‘Auto’ * Use verbs in the correct tense, past, present & future. * Use and apply apostrophes * Edit and evaluate writing | * Use and apply verbs * Compound nouns * Prefixes ‘DIS’ ‘MIS’ and ‘UN’ * Use and apply subordinating conjunctions * Use and apply inverted commas | * Use and apply adverbs of place and time * Prefix ‘IN’ * Suffix ‘ATION’ * Use and apply coordinating conjunctions * Use organisational devices such as sub heading and headings * Edit and evaluate writing | * Use and apply prepositions * Prefixes ‘RE’ ‘SUB’ ‘INTER’ * Use and apply time conjunctions * Use and apply paragraphs * Use and apply homophones | * Use and apply homophones      * Suffix ‘OUS’ * Use and apply spelling word families * Use and apply place and cause conjunctions * Edit and evaluate writing |
| **Composition and Writing** | * I can discuss writing that is similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar * I can discuss and record ideas * I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see English Appendix 2) * I can organise paragraphs around a theme * In narratives, I can create settings, characters and plot * In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings] * I can assess the effectiveness of my own and others' writing and suggest improvements * I can suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * I proofread my work for spelling and punctuation errors * I read my 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 | | | | | |
| **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 | | | | | |