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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
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| **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
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| **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
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