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| **GPS** | **Autumn 1** | **Autumn 2**  | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * Use and apply singular and plural nouns
* Use and apply pronouns
* Use and apply standard English
* Use and apply compound words
* Use and apply adverbs for time and cause
* To edit and evaluating using organisational devices (subheadings, paragraphs)
 | * To use and apply possessive pronouns
* To use and apply fronted adverbials
* To use and apply prepositions phrases to express cause and time
* Use of commas
* To edit and evaluating using organisational devices (subheadings, paragraphs)
 | * To use and apply adjectives.
* To use and apply homophones
* To use and apply commas after fronted adverbial
* To use and apply expanded noun phrases
* To edit and evaluating using organisational devices (subheadings, paragraphs)
 | * To use and apply determiners
* To know some word families
* Plural and possessive ‘S’
* To use and apply verb Tenses - present perfect
* To use and apply inverted commas
* To edit and evaluating using organisational devices (subheadings, paragraphs)
 | * To use and apply verb inflections
* To use and apply conjunctions to express time and cause
* To use and apply suffixes
* To use and apply possessive apostrophes
* To edit and evaluating using organisational devices (subheadings, paragraphs)
 | * To use and apply verb tenses (Past)
* To use and apply prefixes
* To use and apply plural possessive apostrophe
* To use and apply subordinate clauses
* To edit and evaluating using organisational devices (subheadings, paragraphs)
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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 grammarI can discuss and record ideasI can compose sentences using a varied and rich vocabulary and an increasing range of sentence structures (see English Appendix 2)I can rehearse sentences orally (including dialogue)I can organise paragraphs around a themeI can write a narrative with a clear structure creating settings, characters and plotIn 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 improvementsI suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesI proofread my work for spelling and punctuation errorsI 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 textbooksI can use non-fiction books understanding how they are structured and can use them to support my learningI can use a dictionary to check the meaning of words that I am unsure ofI 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 orallyI can identify themes e.g. The triumph of good over evil and conventions e.g. The greeting in letters, in a wide range of booksI can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actionI can recognise some different forms of poetry [for example, free verse, narrative poetry]I can discuss words and phrases that capture the reader's interest and imaginationWhen reading, I check that the text makes sense, discussing my understanding and explaining the meaning of words in contextI ask questions to improve my understanding of a textI can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidenceI can predict what might happen from details stated and impliedI can identify main ideas drawn from more than 1 paragraph and I am able to summarise theseI can identify how language, structure, and presentation contribute to meaningI can retrieve and record information from non-fiction e.g. using contents pages and indexes to locate informationI 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 |