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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) |
| **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 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 theme  I can write a narrative with a clear structure creating 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 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 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 imagination  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 | | | | | |