

Year 1

Subject	Mayfield Learning objectives	Possible context
Reading	<p>See Mayfield Primary School Phonics Handbook. Must include word reading and comprehension</p> <p>Decoding</p> <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes, including where applicable, alternative sounds for graphemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, -er, and -est) • read multi-syllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts • re-read these books to build up fluency and confidence in word reading <p>Range of Reading</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently • be encouraged to link what they read or hear read to own experiences <p>Familiarity with texts</p> <ul style="list-style-type: none"> • become <u>e</u> very familiar with key stories, fairy stories and traditional tales, and retell them and considering their particular characteristics • recognise <u>e</u> and join in with predictable phrases <p>Poetry & Performance</p> <ul style="list-style-type: none"> • learn to appreciate rhymes and poems, and to recite some by heart <p>Word meanings</p> <ul style="list-style-type: none"> • discuss word meanings, linking new meanings to those already known <p>Understanding</p> <ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correct inaccurate reading <p>Inference</p> <ul style="list-style-type: none"> • discuss the significance of the title and events • begin to make inferences on the basis of what is being said and done 	

	<p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far <p>Authorial Intent N/A</p> <p>Non-fiction</p> <ul style="list-style-type: none"> • Share and discuss non-fiction texts <p>Discussing reading</p> <ul style="list-style-type: none"> • participate in discussion about what is read , take turns and listen to what others say • explain clearly an understanding of what is read • express pleasure in sharing books and motivation to read 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Other word building spelling</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 <p>Transcription</p> <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Handwriting</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these <p>Contexts for Writing N/A</p> <p>Planning Writing</p> <ul style="list-style-type: none"> • say out loud what they are going to write about 	

- compose a sentence orally before writing it

Drafting Writing

- combine words to make sentences
- sequence sentences to form short narratives

Editing Writing

- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

Performing Writing

- read their writing aloud clearly enough to be heard by peers and teacher

Vocabulary

- join words and join clauses using "and"

Grammar

- un- prefix to change meaning of adjectives/verbs
- regular plural noun suffixes (-s, -es)
- verb suffixes where root word is unchanged (-ing, -ed, -er)

Punctuation

- separate words with spaces
- begin to punctuate sentences using a capital letter and a full stop, exclamation mark or question mark
- use capital letters for names of people, places, and days of the week, and pronoun 'I'

Grammatical Terminology

- letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Year 2

Subject	Mayfield Learning objectives	Possible context
<p>Reading</p>	<p>Decoding</p> <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllabic words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences between spelling and sound • read most words quickly & accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically, and without undue hesitation • re-read books to build up their fluency and confidence in word reading <p>Range of Reading</p> <ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <p>Familiarity with texts</p> <ul style="list-style-type: none"> • become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • recognise simple recurring literary language in stories and poetry <p>Poetry & Performance</p> <ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Word meanings</p> <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary <p>Understanding</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading <p>Inference</p> <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answer and ask questions <p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far <p>Authorial Intent</p>	

	<ul style="list-style-type: none"> • discussing their favourite words and phrases <p>Non-fiction</p> <ul style="list-style-type: none"> • be introduced to non-fiction books that are structured in different ways <p>Discussing reading</p> <ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & begin to discuss those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express pleasure in reading and motivation to read independently 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell common exception words • distinguish between homophones and near-homophones <p>Other word building spelling</p> <ul style="list-style-type: none"> • learn the possessive apostrophe (singular) • learn to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 <p>Transcription</p> <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use space between words that reflects the size of the letters <p>Contexts for Writing</p> <ul style="list-style-type: none"> • use personal experiences and those of others (real and fictional), real events, and experience of poetry • writing for different purposes <p>Planning Writing</p>	

- plan or say out loud what they are going to write about
- plan by writing down ideas and/or key words, including new vocabulary
- plan by encapsulating what they want to say, sentence by sentence

Drafting Writing

- write narratives about personal experiences and those of others (real and fictional)
- write about real events
- write poetry
- write for different purposes
- develop positive attitudes towards writing
- develop stamina for writing

Editing Writing

- evaluate their writing with the teacher and other pupils
- reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofread to check for errors in spelling, grammar and punctuation learnt so far

Performing Writing

- read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary

- expanded noun phrases to describe and specify

Grammar

- using sentences with the form statement, question, exclamation, or command and recognise how the grammatical patterns in a sentence indicates its function use the present and past tenses correctly and consistently
- use the progressive form of verbs in past tense and present tense
- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- use some features of written Standard English
- use suffixes to form nouns, adjectives, and adverbs (-ful, -er, -ness, etc.)
- apostrophes for omission & singular possession

Punctuation

- use sentence demarcation – full stops, capital letters, exclamation marks, and question marks
- use commas in lists

Grammatical Terminology

- noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma

Year 3

Subject	Mayfield Learning objectives	Possible context
Reading	<p>Decoding</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, from Year 3 spellings, both to read aloud and to understand the meaning of new words they meet • read further exception words, particularly those linked to Year 3 spellings, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Range of Reading</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read age-appropriate books that are structured in different ways and read for a range of purposes <p>Familiarity with texts</p> <ul style="list-style-type: none"> • increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • begin to identify themes and conventions in a wide range of books <p>Poetry & Performance</p> <ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, begin to show understanding through intonation, tone, volume and action • recognise some different forms of poetry <p>Word meanings</p> <ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read <p>Understanding</p> <ul style="list-style-type: none"> • check that the text makes sense to them, discuss understanding and begin to explain the meaning of words in context • begin to ask questions to improve understanding of a text • identify main ideas drawn from more than one paragraph and begin to summarise these <p>Inference</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen from details stated and begin to use implied details <p>Authorial Intent</p> <ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination • begin to identify how language, structure, and presentation contribute to meaning <p>Non-fiction</p>	

	<ul style="list-style-type: none"> • retrieve and record information from non-fiction <p>Discussing reading</p> <ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, take turns and listening to what others say • express a positive attitude to reading 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> • spell further homophones (to be amended by FL) • spell words that are often misspelt (Appendix 1) <p>Other word building spelling</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (to be amended by FL) <p>Transcription</p> <ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> • usually use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting <p>Contexts for Writing</p> <ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar at a Year 3 level <p>Planning Writing</p> <ul style="list-style-type: none"> • discussing and record ideas • compose and rehearse sentences orally (including dialogue) to plan • begin to plan by grouping related material in paragraphs • when planning, create settings, characters and plot • plan to use simple organisational devices (headings & subheadings) in non-narrative material • <p>Drafting Writing</p> <ul style="list-style-type: none"> • begin to understand paragraphs as a way to group related material • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) <p>Editing Writing</p> <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and beginning to suggest improvements • begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	

- proofread for spelling and punctuation errors related to spelling and punctuation learned so far
- begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary
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Performing Writing

- read own writing aloud, to a group or the whole class, begin to use appropriate intonation and control the tone and volume so that mean is clear

Vocabulary

- begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choose nouns or pronouns appropriately for clarity and cohesion
- know how to use conjunctions, adverbs and prepositions to express time, cause, and place

Grammar

- use the present perfect form of verbs in contrast to the past tense
- form nouns using prefixes (super-, anti-, etc)
- use the correct form of 'a' or 'an'
- identify word families based on common words (solve, solution, dissolve, insoluble)
- place the possessive apostrophe accurately in words with regular plurals

Punctuation

- use and punctuate direct speech (i.e. Inverted commas)

Grammatical Terminology

- adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Subject	Mayfield Learning objectives	Possible context
<p>Reading</p>	<p>Decoding</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes from Year 4 spellings, both to read aloud and to understand the meaning of new words they meet • read further exception words, particularly linked to Year 4 spellings, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Range of Reading</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read age-appropriate books that are structured in different ways and read for a range of purposes <p>Familiarity with texts</p> <ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally using more details and language from the text • identify themes and conventions in a wide range of books <p>Poetry & Performance</p> <ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise and name some different forms of poetry <p>Word meanings</p> <ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read independently <p>Understanding</p> <ul style="list-style-type: none"> • check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context • ask questions to improve understanding of a text • identify main ideas drawn from more than one paragraph and summarise these <p>Inference</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen from details stated and implied <p>Authorial Intent</p> <ul style="list-style-type: none"> • discuss words and phrases and explain in what way they capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning <p>Non-fiction</p>	

	<ul style="list-style-type: none"> retrieve and record information from non-fiction <p>Discussing reading</p> <ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to and begin to respond to what others say express a positive attitude to reading 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> spell further homophones (to be amended by FL) spell words that are often misspelt (Appendix 1) (to be amended by FL) <p>Other word building spelling</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (to be amended by FL) <p>Transcription</p> <ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in all writing increase the legibility, consistency and quality of handwriting in all writing <p>Contexts for Writing</p> <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar at a Year 4 level <p>Planning Writing</p> <ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures plan by organising paragraphs around a theme in narratives, create settings, characters and plot in their planning in non-narrative material, plan to use simple organisational devices (e.g. headings and subheadings) independently <p>Drafting Writing</p> <ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (e.g. headings and subheadings) independently <p>Editing Writing</p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggesting improvements 	

- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors related to spellings and punctuation learnt so far
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

Performing Writing

- read own writing aloud, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear

Vocabulary

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time, cause, and place in wider writing

Grammar

- use fronted adverbials
- understand the difference between plural and possessive -s
- recognise standard English verb inflections (I did vs I done)
- extended noun phrases, including with modifying adjectives, nouns, and preposition phrases
- appropriate choice of pronoun or noun to create cohesion and avoid repetition
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Punctuation

- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with singular and plural nouns
- use and punctuate direct speech (including punctuation within and surrounding inverted commas)

Grammatical Terminology

- determiner, pronoun, possessive pronoun, adverbial

Year 5

Subject	Mayfield Learning objectives	Possible context
<p>Reading</p>	<p>Decoding</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) From Year 5 spellings, both to read aloud and to understand the meaning of new words <p>Range of Reading</p> <ul style="list-style-type: none"> • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read age-appropriate books that are structured in different ways and read for a range of purposes • begin making comparisons within and across books <p>Familiarity with texts</p> <ul style="list-style-type: none"> • increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identify and discuss themes and conventions in and across a wide range of writing <p>Poetry & Performance</p> <ul style="list-style-type: none"> • begin to learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is more clear to an audience <p>Word meanings N/A</p> <p>Understanding</p> <ul style="list-style-type: none"> • check that the book makes sense to them, discussing understanding and exploring the meaning of words in context • independently ask questions to improve understanding • summarise main ideas drawn from more than one paragraph, beginning to identify key details to support the main ideas <p>Inference</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with multiple pieces of evidence <p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen from details stated and implied, considering the tone of the piece of writing <p>Authorial Intent</p> <ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning in a range of texts • discuss and evaluate how authors use language, including figurative language, considering the impact on 	

	<p>the reader</p> <p>Non-fiction</p> <ul style="list-style-type: none"> • begin to distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction <p>Discussing reading</p> <ul style="list-style-type: none"> • recommend books that they have read to their peers, beginning to give reasons for their choices • participate in discussions about books, beginning to build on own and others' ideas, and challenging views courteously • explain and discuss understanding of what they have read, including through formal presentations, maintaining a focus of the topic and using notes where necessary • begin to provide reasoned justifications for views • maintain a positive attitude to reading 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> • spell some more complicated words with 'silent' letters (To be amended by FL) • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 <p>Other word building spelling</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them <p>Transcription</p> <ul style="list-style-type: none"> • précising (summarising/abridging) longer passages <p>Handwriting</p> <ul style="list-style-type: none"> • begin to develop handwriting style, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task • write legibly, fluently, and with increasing speed in most of my work <p>Contexts for Writing</p> <ul style="list-style-type: none"> • identify the audience for and purpose of the writing, begin to select the appropriate form and use other similar writing as models • in writing narratives, begin to plan by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Planning Writing</p> <ul style="list-style-type: none"> • note and begin to develop initial ideas, drawing on reading and research where necessary <p>Drafting Writing</p> <ul style="list-style-type: none"> • begin to select appropriate grammar and vocabulary to change and enhance meaning 	

- in narratives, describing settings, characters and atmosphere and beginning to integrate dialogue to convey character and advance the action
- use a range of devices to build cohesion within paragraphs
- link ideas across paragraphs using adverbials of time, place, and number
- use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets, or tables)

Editing Writing

- assess the effectiveness of own and others' writing suggesting and carrying out improvements based on others' comments
- propose changes to vocabulary, grammar and punctuation to clarify meaning and begin to enhance effects
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural proofread for spelling and punctuation errors related to spellings and punctuation learned so far
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Performing Writing

- perform own compositions, using appropriate intonation, volume, and sometimes some movement so that meaning is clear

Vocabulary

- use a thesaurus
- begin to use expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility

Grammar

- begin to use the perfect form of verbs to mark relationships of time and cause
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- convert nouns or adjectives into verbs using suffixes
- verb prefixes
- devices to build cohesion, including adverbials of time, place and number

Punctuation

- use commas to clarify meaning or avoid ambiguity in writing
- use brackets, dashes or commas to indicate parenthesis

Grammatical Terminology

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Subject	Mayfield Learning objectives	Possible context
Reading	<p>Decoding</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet <p>Range of Reading</p> <ul style="list-style-type: none"> • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read a range of age-appropriate books that are structured in different ways and reading for a range of purposes • make comparisons within and across books <p>Familiarity with texts</p> <ul style="list-style-type: none"> • increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions in their independent reading • identify and discuss in more detail themes and conventions in and across a wide range of writing <p>Poetry & Performance</p> <ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform; show understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Word meanings N/A</p> <p>Understanding</p> <ul style="list-style-type: none"> • check that the book makes sense, discuss understanding and exploring the meaning of more complex words in context • independently ask questions to improve understanding of more complex texts • summarise main ideas drawn from more than one paragraph; identify key details to support the main ideas <p>Inference</p> <ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with multiple pieces of evidence <p>Prediction</p> <ul style="list-style-type: none"> • predict what might happen from details stated and implied using everything known about the text and writer 	

	<p>Authorial Intent</p> <ul style="list-style-type: none"> • identify and explain how language, structure and presentation contribute to meaning in a range of texts • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Non-fiction</p> <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction in my own words <p>Discussing reading</p> <ul style="list-style-type: none"> • recommend books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on own and others' ideas and challenging views courteously • explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus of the topic and using notes where necessary • provide reasoned justifications for views • maintain a positive attitude to reading 	
Writing	<p>Phonic & Whole word spelling</p> <ul style="list-style-type: none"> • spell some words with 'silent' letters (To be amended by FL) • continue to distinguish between homophones and other words which are often confused (To be amended by FL) • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (To be amended by FL) <p>Other word building spelling</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them (To be amended by FL) • independently <p>Transcription</p> <ul style="list-style-type: none"> • précis (summarising/abridging) longer passages <p>Handwriting</p> <ul style="list-style-type: none"> • develop their own handwriting style, choose which shape of a letter to use when given choices and decide whether or not to join specific letters • choose the writing implement that is best suited for a task • write legibly, fluently, and with increasing speed in all work <p>Contexts for Writing</p> <ul style="list-style-type: none"> • independently identify audience for and purpose of writing; select appropriate form and use other similar writing as models for their own • in writing narratives, plan by considering how authors have developed characters and settings in 	

stories which have been read, listened to or seen performed

Planning Writing

- note and develop initial ideas, drawing on reading and research where necessary

Drafting Writing

- select appropriate grammar and vocabulary; understand how such choices can change and enhance meaning
- in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- précisising longer passages
- use a wide range of devices to build cohesion within paragraphs
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for instance the use of adverbials), and ellipsis
- use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets, or tables) independently

Editing Writing

- independently assess effectiveness of own and others' writing, suggesting and carrying out improvements based on their own comments
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing, including when using passive and imperfect forms of verbs
- ensure correct subject and verb agreement when using singular and plural; distinguish between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors independently
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Performing Writing

- perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary

- use a thesaurus and select appropriate words
- use expanded noun phrases to convey complicated information concisely

Grammar

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- differences in informal and formal language
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause

- synonyms & Antonyms
- use further cohesive devices such as grammatical connections and adverbials
- use of ellipsis
- use dictionaries to check the spelling and meaning of words

Punctuation

- use hyphens to avoid ambiguity
- use semicolons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list, and semi colons within a list
- punctuate bullet points consistently

Grammatical Terminology

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points