

English Programmes of Study

3/4

My handwriting is legible with all letters the same height and the correct distance apart from each other.

I know which letters are appropriate to join when writing.

Handwriting

I know that some words sound different to how they are spelt.

I can use my existing knowledge of a range of different words to help me with the understanding of new words.

I can use my existing knowledge of a range of different words to help me to read aloud.

Reading Words

I understand how books are set out to help the reader identify the meaning and can use non fiction books to find out things.

I can tell what the main ideas in a book are from reading a few paragraphs.

I can predict events in stories from what I have read.

I use evidence from different parts of the text to support my inference.

I ask questions to help me understand more about a book.

I can recognise different types of poetry.

I can discuss words and phrases that interest me.

I can talk about different types of stories I have read.

I can use a dictionary to check the meaning of words.

I can choose from a wide range of books that are different but give me the required information.

I can show that I understand a range of texts I have read.

Reading Comprehension

I can write simple sentences from memory that have been read to me, using the correct punctuation.

When using a dictionary, I am able to use the first two or three letters of a word to check meaning.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

I am able to spell words that are often misspelt.

I can spell an increasing range of homophones.

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

Writing Transcription

I can read my writing to an audience in an entertaining manner.

I reread my work and check for mistakes.

I can edit my own work and that of others and add improvements.

I can organise my writing by using headings and sub-headings.

I can organise my writing using different settings, characters and plot.

I can draft my work in paragraphs.

I am using an increasing range of sentence structures and sophisticated vocabulary.

I am able to use ideas to plan my writing.

I plan my writing by looking at similar texts I have written before discussing the structure and vocabulary.

Writing Composition

I use inverted commas to open and close speech.

I use headings and sub-headings to structure and present my work.

I group ideas I write about into paragraphs.

I know when to use 'a' or 'an' depending on what the next word is.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can write sentences which contain more than one clause, by using a wide range of conjunctions.

Vocabulary, Grammar & Punctuation Year 3

I describe nouns in detail when I need to write about a complex object.

I can punctuate speech in a text.

I can correctly use the possessive apostrophe with plural nouns.

I know that there is a difference between the way I write and talk.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing.

I am developing my understanding of choosing nouns and pronouns appropriately to improve my writing.

I use commas after fronted adverbials.

Vocabulary, Grammar & Punctuation Year 4

I can spell homophones and near homophones.

I can use the possessive apostrophe with plural words.

I can spell words which have 'ei', 'eigh' and 'ey' in them such as vein, weigh and obey.

I can spell words with the 's' sound spelt 'sc' such as 'science'.

I can spell words ending with the 'k' sound spelt '-que' such as unique.

I can spell words ending with the 'g' sound spelt '-gue' such as tongue.

I can spell words with the 'sh' sound spelt 'ch' such as chef.

I can spell words with the 'k' sound spelt 'ch' such as chorus.

I can spell words ending in, -tion, -sion, -ssion and -cian.

I can spell words ending in the 'ure' sound such as treasure.

I can spell words with the suffixes -ation, -ly and -ous.

I can spell words with the prefixes, dis-, mis- and in-.

I can spell words with 'ou' in then such as young and touch.

I can spell words with the 'y' sound spelt 'y' such as 'myth'.

I can add suffix rules correctly.

Spellings

English Programmes of Study

5/6

<p>I choose the writing tool that is best suited for a task.</p>	<p>I am able to justify my views.</p> <p>I contribute towards discussion and debates.</p> <p>I can retrieve, record and present information.</p> <p>I can distinguish between fact and opinion.</p> <p>I know how language choices impact on the reader.</p> <p>I draw inferences from what I have read and justify with evidence.</p>	<p>I can use a thesaurus to extend my vocabulary.</p> <p>I use the first three or four letters of a word to find it quickly in a dictionary.</p> <p>I know that some words do not follow regular rules and need to be learnt differently.</p>	<p>I read aloud my own work so that meaning is clear, fluent and flows correctly.</p> <p>I proof-read my work to correct spelling and punctuation mistakes.</p> <p>I ensure that I use the consistent and correct use of tense throughout a piece of writing.</p> <p>I evaluate and edit my work to ensure it is of a high quality.</p>	<p>I use commas to structure and clarify the meaning of a text.</p> <p>I link paragraphs using time, place, number or tense choices.</p> <p>I use word structures such as then, after that to make my paragraphs more interesting.</p>	<p>I use a colon to indicate the beginning of a list and use bullets when writing a list.</p> <p>I mark out separate clauses in sentences by using a semi-colon or colon.</p> <p>I structure my work with appropriate headings, sub-headings columns, bullets or tables.</p>	<p>I can spell homophones and other words that are often confused such as practice and practise.</p> <p>I can spell words with silent letters such as doubt, island, solemn and thistle.</p> <p>I can spell words with the letter string 'ough' such as thought and although.</p> <p>I can spell words with 'ei' after 'c' such as deceive, receive and perceive.</p>
<p>I make sure others can read my handwriting and decide whether or not to join specific letters.</p>	<p>I can ask questions about what I have read.</p> <p>I can read aloud with appropriate intonation, tone and volume.</p> <p>I have learnt a wider range of poems by heart.</p>	<p>I use the words and word parts that I know to help me spell new words.</p> <p>I know some words are sound the same but are spelled differently.</p>	<p>I use headings, bullet points and underlining to structure and guide a reader through my writing.</p> <p>I use themes and detail to link paragraphs in a flow of text.</p> <p>I can précis a longer passage to create a short text with the same meaning.</p>	<p>I can use a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</p> <p>I begin sentence clauses with who, which, where, when, whose, that or with.</p>	<p>I link ideas across my work using a range of devices such as ellipses and use phrases such as 'on the other hand'.</p> <p>I can correctly use the possessive apostrophe with plural nouns.</p> <p>I know some words have similar meaning (synonyms) and others have the opposite (antonyms).</p>	<p>I can use hyphens accurately for words such as co-operate and co-own.</p> <p>I can add suffixes to words ending in '-fer' such as referring, referee and transference.</p> <p>I can spell words ending in -'able', '-ible', '-ably' and '-ibly' such as adorable, forcible, applicably and horribly.</p>
<p>Handwriting</p>	<p>I can make comparisons about books.</p> <p>I can recommend books I have read to others.</p>	<p>I can use a dictionary to check how words are spelled and what words mean.</p> <p>I can spell words that include silent letters, such as 'scissors and 'knowledgeable'.</p>	<p>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and improve meaning.</p> <p>I use the ideas from other authors to develop characters and settings.</p>	<p>I can talk about my work using a range of grammar I have been taught.</p> <p>I use brackets, dashes or commas to create an explanation section in a sentence.</p>	<p>I use passive verbs to affect the focus of information in a sentence.</p> <p>I can write out formal speech or texts using appropriate vocabulary.</p>	<p>I can spell words ending in '-ant', '-ance', '-ent' and '-ency' such as observant, substance, confident and emergency.</p> <p>I can spell words that end in '-cial' and 'tial' such as official and essential.</p>
<p>I apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p>	<p>I am familiar with a range of texts including books from different cultures.</p> <p>I can make predictions from what I read.</p> <p>I continue to read and discuss a wide range of texts.</p>	<p>I add prefixes and suffixes using the rules we have worked on in class.</p>	<p>I plan my writing by taking notes and researching.</p> <p>I plan the structure of my writing based on the audience and purpose.</p>	<p>I can use modal verbs (such as can could, may must) to explain how something may be possible.</p>	<p>I use hyphens to ensure the reader understands exactly what I mean.</p>	<p>I can spell words that end in '-cious' or '-tious' such as vicious and ambitious.</p>

Reading Words

Reading Comprehension

Writing Transcription

Writing Composition

Vocabulary, Grammar & Punctuation Year 5

Vocabulary, Grammar & Punctuation Year 6

Spellings