

# LITERACY

YEAR	WORD READING	SPELLING	READING COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION	HANDWRITING
N	<b>NW1</b> Recognise rhyme in spoken words	<b>NS1</b> Write the first letter of own name	<b>NR1</b> Join in with repeated refrains in stories and poems	<b>NC1</b> Ascribe meaning to marks seen in different places	<b>NV1</b> Use a capital letter for first letter of own name	<b>NH1</b> Hold a pencil correctly
	<b>NW2</b> Show interest in print in the environment	<b>NS2</b> Write own name with the help of a name card	<b>NR2</b> Anticipate key phrases in stories/ poems	<b>NC2</b> Experiment with equipment to make large shapes/marks	<b>NV2</b> Write own name using correct upper/lower case letters	<b>NH2</b> Produce identifiable lower case letters with straight lines: <b>i, l, t, k, z, x, v</b>
	<b>NW3</b> Recognise own name in print	<b>NS3</b> Write own name independently	<b>NR3</b> Anticipate key events in familiar stories	<b>NC3</b> Experiment with equipment to make small shapes/marks		<b>NH3</b> Produce identifiable lower case letters with curved lines: <b>o, a, s, c</b>
	<b>NW4</b> Recognise familiar words in the environment [e.g. mum, dad, names, advertising logos]	<b>NS4</b> Know which letter represents individual sounds: <b>s, a, t</b>	<b>NR4</b> Anticipate key events in stories unknown	<b>NC4</b> Explore mark making materials independently		<b>NH4</b> Produce identifiable lower case letters with a mixture of straight and curved lines: <b>[d, g, q] - [p, h, b, f]</b> <b>[r, n, m] - [u, w, y, e]</b>
	<b>NW5</b> Hold books correct way up, turning pages carefully	<b>NS5</b> Know which letter represents individual sounds: <b>p, i, n</b>	<b>NR5</b> Know stories have a beginning, middle and end	<b>NC5</b> Give meaning to own mark making		
	<b>NW6</b> Know information/stories can be relayed in the form of print	<b>NS6</b> Know which letter represents individual sounds: <b>d, h, r, m, c, e</b>	<b>NR6</b> Suggest how a story might end	<b>NC6</b> Mark make in response to being asked to 'write'		
	<b>NW7</b> 'Read' stories using picture clues to structure narrative	<b>NS7</b> Know which letter represents individual sounds: <b>g, f, l, b, o, u</b>	<b>NR7</b> Name and talk about the main characters in a story	<b>NC7</b> Use random letter strings when 'writing'		
	<b>NW8</b> Know print in English is read left-right, top-bottom	<b>NS8</b> Know which letter represents individual sounds: <b>w, v, y, k, j, z</b>	<b>NR8</b> Talk about the main events in a story	<b>NC8</b> Use random letter strings to write one word labels		
	<b>NW9</b> Point to print as they 'read'	<b>NS9</b> Know which letter represents individual sounds: <b>qu, x</b>	<b>NR9</b> Talk about where the story takes place	<b>NC9</b> Hear, say, record the initial sound for a one word label		
	<b>NW10</b> Recognise recurring characters names in print [e.g. Biff, Chip, Kipper]					
	<b>NW11</b> Say initial sound in word when reading					
	<b>NW12</b> Recognise words: <b>l, a, it, is, in,</b>					

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R	<b>RW1</b> 'Read' stories using vocabulary influenced by books	<b>RS1</b> Hear and record initial sounds in words: <b>s, a, t</b>	<b>RR1</b> Say what happened at the beginning, middle, end of a story	<b>RC1</b> Write a list using correct initial sound for each word	<b>RV1</b> Use a full stop at the end of a caption or short sentence	<b>RH1</b> Hold a pencil with correct tripod grip
	<b>RW2</b> Continue a rhyming string	<b>RS2</b> Hear and record initial sounds in words: <b>p, i, n</b>	<b>RR2</b> Make guesses at unfamiliar words when reading using contextual/ syntactic clues	<b>RC2</b> Write a list using correct initial and final sound for each word	<b>RV2</b> Understand that a full stop marks the end of an idea	<b>RH2</b> Form lower case letters starting in the correct place: <b>o, a, s, d, g, c, q</b>
	<b>RW3</b> Use initial sounds to make guesses at words unknown	<b>RS3</b> Hear and record initial sounds in words: <b>d, h, r, m, e, ck</b>	<b>RR3</b> Know some common words/ phrases associated with fairy/traditional tales	<b>RC3</b> Write a list using own ideas and read own list back to an adult	<b>RV3</b> Leave spaces between words in sentences	<b>RH3</b> Form lower case letters starting in the correct place: <b>r, p, h, b, n, m, k</b>
	<b>RW4</b> Segment CVC words	<b>RS4</b> Hear and record initial sounds in words: <b>g, f, l, b, o, u</b>	<b>RR4</b> Enjoy/attempt to read an increasing range of books	<b>RC4</b> Write labels using correct initial and final sound		<b>RH4</b> Form lower case letters starting in the correct place: <b>t, i, l, j</b>
	<b>RW5</b> Blend CVC words together	<b>RS5</b> Hear and record initial sounds in words: <b>w, v, y, j, z, qu, x</b>	<b>RR5</b> Know that information can be retrieved from books	<b>RC5</b> Write labels using correct medial sound(s)		<b>RH5</b> Form lower case letters starting in the correct place: <b>w, y, u</b>
	<b>RW6</b> Read simple words: <b>the, he, she, we, said, to,</b>	<b>RS6</b> Understand the process of segmenting spoken words into sounds before choosing graphemes to represent sounds	<b>RR6</b> Read for meaning	<b>RC6</b> Write labels using own ideas and read own label back to an adult		<b>RH6</b> Form lower case letters starting in the correct place: <b>e, f, z, x, v</b>
	<b>RW7</b> Read simple words: <b>and, of, was, you, at, my,</b>	<b>RS7</b> Hear final sounds in CVC words	<b>RR7</b> Answer a question about the sentence just read	<b>RC7</b> Use initial sounds to represent words in a short caption		<b>RH7</b> Form digits 0-9 ensuring they are the correct way around
	<b>RW8</b> Read simple words: <b>they, his, but, all, are, with</b>	<b>RS8</b> Hear short vowel sounds in CVC words	<b>RR8</b> Answer questions about what is happening in the story based on what has just been read	<b>RC8</b> Use initial sounds and random letter strings to form captions		
	<b>RW9</b> Read simple words: <b>for, had, so, can, out, her</b>	<b>RS9</b> Spell CVC words	<b>RR9</b> Answer questions on why...	<b>RC9</b> Write captions containing correctly spelt CVC words		
	<b>RW10</b> Read simple words: <b>there, like, went, that, what, have</b>	<b>RS10</b> Spell: <b>the, it, is, a, l</b>		<b>RC10</b> Write captions using phonetically plausible spellings		
	<b>RW11</b> Read first 100 common words	<b>RS11</b> Recognise and use consonant digraphs: <b>ch, sh, th</b>		<b>RC11</b> Write captions using own ideas /read own caption back to an adult		
	<b>RW12</b> Read simple sentences consisting of common words, familiar names and CVC words	<b>RS12</b> Name all the letters of the alphabet in order		<b>RC12</b> Write captions using finger spaces between words		
		<b>RS13</b> Spell CVCC and CCVC words		<b>RC13</b> Write short sentences to represent the beginning, middle, end of a narrative		

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1	<b>1W1</b> Segment words using corresponding grapheme/ phoneme for all letters of the alphabet	<b>1S1</b> Spell small Year 1 common exception words	<b>1R1</b> Link what they read to own experiences	<b>1C1</b> Compose a sentence orally before writing	<b>1V1</b> Understand that words in a sequence form sentences	<b>1H1</b> Hold a pencil correctly and comfortably to maximise control
	<b>1W2</b> Read Year 1 common exception words with two letters	<b>1S2</b> Recognise and use vowel digraphs: <b>ai, oa,</b>	<b>1R2</b> Join in and recognise predictable phrases	<b>1C2</b> Think of own ideas for sentences	<b>1V2</b> Demarcate simple sentences using full stops	<b>1H2</b> Form lower case letters correctly starting/finishing in right place
	<b>1W3</b> Segment words using consonant digraphs	<b>1S3</b> Recognise and use common trigraph: <b>igh</b>	<b>1R3</b> Retell fairy stories/traditional tales	<b>1C3</b> Sequence sentences to form short narratives	<b>1V3</b> Use capital letters at the beginning of simple sentences/for personal pronoun I	<b>1H3</b> Form digits 0-9 correctly, starting and finishing in the right place
	<b>1W4</b> Blend CVCC and CCVC words	<b>1S4</b> Recognise and spell words with adjacent consonants at beginning and end of words.	<b>1R4</b> Retell familiar/favourite stories	<b>1C4</b> Sequence sentences to form short non narratives	<b>1V4</b> Write simple grammatically accurate sentences punctuated with capital letters and full stops	<b>1H4</b> Understand which letters belong to which handwriting 'family' and practise these
	<b>1W5</b> Segment and blend words using vowel digraphs	<b>1S5</b> Recognise and use sounds: <b>ph, wh, ff, ll, ss, zz, ck, nk, -tch</b>	<b>1R5</b> Check the text makes sense to them as they read	<b>1C5</b> Add own ideas into an existing narrative/non narrative structure	<b>1V5</b> Join two main clauses with 'and'	<b>1H5</b> Form capital letters correctly, starting and finishing in the right place
	<b>1W6</b> Read longer Year 1 common exception words	<b>1S6</b> Recognise and use endings: <b>-ing, -ed, -er</b> [where no change is needed to the root word]	<b>1R6</b> Self-correct inaccurate reading	<b>1C6</b> Use own ideas for writing	<b>1V6</b> Use exclamation marks/question marks to demarcate simple sentences	
	<b>1W7</b> Recognise and use alternative sounds for graphemes	<b>1S7</b> Spell longer Year 1 common exception words	<b>1R7</b> Predict what might happen next on basis of what has been read so far	<b>1C7</b> Use familiar story language when retelling a narrative	<b>1V7</b> Use capital letters for proper nouns	
	<b>1W8</b> Read words with more than one syllable using GPCs taught	<b>1S8</b> Recognise and use alternative spelling of the same sound: <b>ai, ay</b>	<b>1R8</b> Describe the characteristics of fairy stories and traditional tales	<b>1C8</b> Read own writing to others	<b>1V8</b> Use adjectives to describe nouns within a piece of writing	
	<b>1W9</b> Read words using common endings: <b>-ing, -ed, -er, -est</b>	<b>1S9</b> Recognise and use alternative spelling of the same sound: <b>ee, ea, y</b>	<b>1R9</b> Describe the characteristics of other sets of stories	<b>1C9</b> Read work through with an adult, indentifying errors and successes	<b>1V9</b> Use simple technical vocabulary within a non-fiction piece of writing	
	<b>1W10</b> Read words using common endings: <b>-s, -es,</b>	<b>1S10</b> Recognise and use alternative spelling of same sound: <b>oa, ow, oe</b>	<b>1R10</b> Describe the characteristics of simple non-fiction texts	<b>1C10</b> Re-read own writing to check that it makes sense		
	<b>1W11</b> Read words with contractions	<b>1S11</b> Recognise and use alternative spelling of the same sound: <b>igh, ie, y</b>	<b>1R11</b> Discuss the significance of events in a text			
	<b>1W12</b> Understand that words with contractions have an apostrophe representing an omitted letter	<b>1S12</b> Recognise and use alternative spelling of the same sound: <b>ue, ew</b>	<b>1R12</b> Discuss the meaning of new words			
		<b>1S13</b> Recognise and spell words with a split digraph: <b>a_e, e_e, i_e, o_e, u_e,</b>	<b>1R13</b> Make inferences on the basis of what is said and done			
		<b>1S14</b> Recognise and use alternative spelling of the same sound: <b>oi, oy</b>	<b>1R14</b> Answer questions on why characters' actions have taken place; use clues in text to support answer			
		<b>1S15</b> Recognise and use alternative spelling of the same sound: <b>ou, ow</b>	<b>1R15</b> Discuss the significance of the title			
		<b>1S16</b> Recognise and use alternative spelling of the same sound: <b>ar, er</b>				
		<b>1S17</b> Recognise and use alternative spelling of the same sound: <b>er, ir, ur</b>				
		<b>1S18</b> Recognise and use alternative spelling of same sound: <b>air, ear, are</b>				
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1		<p>1S19 Recognise and spell words with sound: <b>ear</b> [hear/dear/year]</p> <p>1S20 Recognise and use alternative spelling of same sound: <b>or, ore, aw</b></p> <p>1S21 Recognise and spell words with sounds: <b>oo</b> [book/look], <b>ie</b> [chief/field] <b>au</b> [author/astronaut]</p> <p>1S22 Recognise and be able to add endings: <b>-s, -es</b></p> <p>1S23 Divide words into syllables</p> <p>1S24 Add <b>-er</b> and <b>-est</b> to adjectives [where no change is needed to the root word]</p> <p>1S25 Recognise and be able to add prefix <b>un-</b></p> <p>1S26 Spell simple compound words using spelling patterns taught</p> <p>1S27 Understand that the sound 'k' comes before e, i, y [skin/kettle/panicky]</p> <p>1S28 Spell the days of the week</p>				

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2	<b>2W1</b> Segment and blend words using alternative graphemes taught	<b>2S1</b> Recognise/use alternative of same sound: j, g, -dge, -ge	<b>2R1</b> Retell a wider range of familiar stories.	<b>2C1</b> Understand the purpose of: stories, diaries, poems, reports	<b>2V1</b> Use expanded noun phrases that contain an adjective and preposition to describe or specify	<b>2H1</b> Form lower case letters of the correct size relative to one another
	<b>2W2</b> Read words with two or more syllables containing GPCs taught	<b>2S2</b> Recognise and use sounds: kn, gn, wr, wh	<b>2R2</b> Retell accurately familiar fairy stories and traditional tales	<b>2C2</b> Plan before composing using sections to build structure of work	<b>2V2</b> Use subordinating conjunctions in sentences [when, if, that, because]	<b>2H2</b> Start using some diagonal strokes needed to join letters
	<b>2W3</b> Read words containing suffixes: ment, ness, ful, less, ly	<b>2S3</b> Spell Year 2 common exception words	<b>2R3</b> Discuss simple recurring literary language in stories and poems	<b>2C3</b> Plan before composing by writing down ideas and key words including new vocabulary	<b>2V3</b> Use coordinating conjunctions in sentences: [or, and, but]	<b>2H3</b> Start using some horizontal strokes needed to join letters
	<b>2W4</b> Read Year 2 common exception words	<b>2S4</b> Recognise and spell words with -le, -el, -al, -il at the end	<b>2R4</b> Discuss the meaning of words linking new meanings to known vocabulary	<b>2C4</b> Sustain writing, writing longer pieces of work with a clear beginning, middle and end	<b>2V4</b> Use capital letters and full stops in sentences that contain a conjunction	<b>2H4</b> Understand which letters, when adjacent to one another, are better left unjoined
	<b>2W5</b> Read compound words	<b>2S5</b> Add -es to nouns and verbs ending in -y	<b>2R5</b> Establish meaning of unknown words independently using context and how a word is spelt	<b>2C5</b> Write longer pieces of work sustaining the content and organisation to the end	<b>2V5</b> Start questions in different ways and demarcate with a question mark.	<b>2H5</b> Write capital letters of the correct size in relation to each other and lower case letters
	<b>2W6</b> Read familiar words fluently without the need for segmenting and blending	<b>2S6</b> Add -ed, -ing, -er, -est to words ending in -y with a consonant before it	<b>2R6</b> Self-correct inaccurate reading using contextual and syntactic clues	<b>2C6</b> Start sentences in different ways including use of an adverb at the beginning of a sentence	<b>2V6</b> Use exclamation marks in sentences of varied length	<b>2H6</b> Write digits of the correct size in relation to each other
		<b>2S7</b> Add -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it	<b>2R7</b> Predict what will happen in the next section of the text on the basis of what has been read so far	<b>2C7</b> Re-read own work and check writing makes sense	<b>2V7</b> Write in the present tense using verbs correctly	
		<b>2S8</b> Add -ing, -ed, -er, -est, -y to words of one syllable ending in a single consonant after a single vowel	<b>2R8</b> Understand the sequence of events in books and how information is related	<b>2C8</b> Evaluate writing with an adult through: verbally discussing successes/errors linked to success criteria or discussion through marking	<b>2V8</b> Write in the past tense using verbs correctly	
		<b>2S9</b> Recognise and be able to spell words with suffixes: -ment, -ness, -ful, -less, -ly, -tion	<b>2R9</b> Discuss cause and effect in narrative and non-fiction texts	<b>2C9</b> Re-read own work and check that verbs have been used correctly for present/ past tense	<b>2V9</b> Use words and phrases from familiar texts in own narratives to make writing more interesting [including use of repetition]	
		<b>2S10</b> Spell contractions where the apostrophe is in place of an omitted letter	<b>2R10</b> Discuss their favourite words and phrases from a text	<b>2C10</b> Proof read work/check for errors in: spelling common words, past/ present tense, simple punctuation	<b>2V10</b> Use technical vocabulary in own non narratives to make writing more interesting	
		<b>2S11</b> Spell common homophones	<b>2R11</b> Answer questions on the reason for a character's dialogue		<b>2V11</b> Use commas to separate items in a list	
		<b>2S12</b> Spell using the possessive apostrophe (singular nouns)	<b>2R12</b> Identify how a character is feeling using text to support answer		<b>2V12</b> Learn how to use sentences with different forms: statement, question, exclamation, command	
		<b>2S13</b> Know and understand that /s/ sound is spelt c before e,i,y: [race, city, fancy]	<b>2R13</b> Ask relevant questions about the characters and events they have just read about			
		<b>2S14</b> Recognise and spell words with sounds: all/al (call, walk) o: (other, nothing)	<b>2R14</b> Read and make sense of non-fiction texts that are structured in different ways including dictionaries			
		<b>2S15</b> Spell words containing wa: (want, watch) qua: (quantity, quash) wo: (word, work) wa: (war, warm)	<b>2R15</b> Identify synonyms for common adjectives in a text			
		<b>2S16</b> Spell words containing -ey: (donkey, valley) where the plural of these is -s	<b>2R16</b> Identify synonyms for common verbs in a text			
		<b>2S17</b> Spell words using s as in: treasure, usual, television				

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3	<b>3W1</b> Apply knowledge of common prefixes: <b>un-</b> , <b>dis-</b> , <b>mis-</b> , <b>in-</b> , <b>im-</b> , <b>re-</b> to read aloud unfamiliar words	<b>3S1</b> Know the spelling rules when adding <b>-ing</b> , <b>-en</b> , <b>-ed</b> to root words	<b>3R1</b> Understand purpose of reading narratives; understand that narratives can be structured in different ways	<b>3C1</b> Plan the structural features of a given text type using a planning scaffold	<b>3V1</b> Know and use correct form of <b>a/an</b> before a noun/ noun phrase	<b>3H1</b> Use accurately and confidently the diagonal strokes needed to join letters
	<b>3W2</b> Apply knowledge of common prefixes: <b>un-</b> , <b>dis-</b> , <b>mis-</b> , <b>in-</b> , <b>im-</b> , <b>re-</b> to understand meaning of new words	<b>3S2</b> Recognise and spell words with the sound: <b>ou</b> [young, touch]	<b>3R2</b> Understand purpose of non-fiction; understand non-fiction texts can be structured in different ways	<b>3C2</b> Plan by noting ideas on structure, vocabulary of a given text type using a planning scaffold	<b>3V2</b> Express time, place and cause using conjunctions: [when, before, after, while, so, because, although]	<b>3H1</b> Use accurately and confidently the horizontal strokes needed to join letters
	<b>3W3</b> Apply knowledge of common suffixes: <b>-ing</b> , <b>-en</b> , <b>-er</b> , <b>-est</b> to read aloud unfamiliar words	<b>3S3</b> Use the first two or three letters of a word to check its spelling in a dictionary	<b>3R3</b> Understand purpose of reading poetry and to understand that poetry can be structured in different ways	<b>3C3</b> Begin to organise own writing into paragraphs, grouping related material effectively	<b>3V3</b> Express time, place and cause using adverbs: [then, next, soon, therefore]	<b>3H3</b> Know which letters, when adjacent to one another, are better left unjoined
	<b>3W4</b> Apply knowledge of common suffixes: <b>-ment</b> , <b>-ness</b> , <b>-ful</b> , <b>-less</b> , <b>-ly</b> , <b>-ous</b> , to read aloud unfamiliar words	<b>3S4</b> Spell words with prefixes: <b>dis-</b> , <b>mis-</b> , <b>in-</b> , <b>im-</b> , <b>re-</b>	<b>3R4</b> Use dictionaries to check the meaning of words they have read	<b>3C4</b> Create own setting for a narrative	<b>3V4</b> Express time, place and cause using prepositions: [before, after, during, in, because of]	<b>3W1</b> Space lines of writing sufficiently so ascenders and descenders of letters do not touch
	<b>3W5</b> Apply knowledge of common suffixes: <b>-ment</b> , <b>-ness</b> , <b>-ful</b> , <b>-less</b> , <b>-ly</b> , <b>-ous</b> , to understand the meaning of new words	<b>3S5</b> Spell words with suffix <b>-ly</b> to form adverbs [where no change is needed to the root word]	<b>3R5</b> Discuss words and phrases in a text that capture the reader's interest and imagination	<b>3C5</b> Create own characters for a narrative	<b>3V5</b> Use the present perfect form of verbs [He has gone out to play]	
	<b>3W6</b> Understand there are 'word families' which show how words are related in form and meaning	<b>3S6</b> Spell words with suffix <b>-ly</b> to form adverbs [where change is needed to the root word]	<b>3R6</b> Check a text makes sense to them as they read and explain the meaning of words in context	<b>3C6</b> Create own plot for a narrative	<b>3V6</b> Use inverted commas to punctuate direct speech	
		<b>3S7</b> Spell words with suffix <b>-ous</b>	<b>3R7</b> Predict what might happen from details stated and implied	<b>3C7</b> Create own narrative with a setting, characters and plot	<b>3V7</b> Research descriptive vocabulary used in given fictional text types	
		<b>3S8</b> Spell words with ending <b>-sion</b>	<b>3R8</b> Identify the main ideas drawn from more than one paragraph and summarise these	<b>3C8</b> Include direct speech in a narrative	<b>3V8</b> Research technical vocabulary used in given non-fiction text types	
		<b>3S9</b> Spell more complex homophones	<b>3R9</b> Retrieve/record information from non-fiction texts including one reason for something happening/existing	<b>3C9</b> Write non-fiction texts using headings and subheadings	<b>3V9</b> Research grammatical features of given text types	
		<b>3S10</b> Spell words from the Year 3&4 Word List	<b>3R10</b> Identify which words/phrases convey a character's feelings, mood or motive	<b>3C10</b> Proof read own work and check for errors in: spelling of words in word list, use of conjunctions and inverted commas		

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4	4W1 Apply growing knowledge of root words to read words aloud effectively; understand meaning of new words	4S1 Revise spellings from Year 3&4 Word List	4R1 Read and know the features of a wide range of narratives including: myths and legends, adventure, mystery, playscripts	4C1 Plan the structural features of a given text type using own planning format	4V1 Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition	4H1 Join handwriting ensuring letters are a correct and consistent size relative to each other
	4W2 Note, when reading aloud, where there are unusual correspondences between spelling and sound	4S2 Spell words with suffix: <b>-ation</b>	4R2 Identify the themes in sets of books	4C2 Plan by noting ideas on structure, vocabulary, grammar of a given text type using own planning format	4V2 Expand nouns phrases using modifying adjectives or prepositions	4H2 Join handwriting fluently and with ease
	4W3 Test out different pronunciations of words when reading aloud and to select the correct pronunciation supported by context and syntax	4S3 Spell words with endings: <b>-sure, -ture</b>	4R3 Read aloud playscripts showing understanding of different characters' roles	4C3 Organise own paragraphs around a theme	4V3 Use fronted adverbials punctuated by a comma	4H3 Join handwriting ensuring writing is legible and presentation is of a high quality
		4S4 Know the rule when applying endings: <b>-ion and -cian</b>	4R4 Recognise some different forms of poetry and the features therein	4C4 Understand there are different types of settings and to select appropriately for own narrative	4V4 Use a comma after the reporting clause when punctuating direct speech	4H4 Use joined handwriting throughout independent writing
		4S5 Spell words with endings: <b>-gue, -que</b>	4R5 Ask questions to improve their understanding of a text	4C5 Understand there are different types of characters and to select appropriately for own narrative	4V5 Identify and use descriptive vocabulary appropriate for a given fictional text type	
		4S6 Spell using the possessive apostrophe with plural words	4R6 Use clues in the text to explain the differences between characters	4C6 Understand there are different types of plots and to select appropriately for own narrative	4V6 Identify and use technical vocabulary appropriate for a given non-fiction text type	
		4S7 Recognise and use alternative spelling of same sound: ei, <b>eigh, ey</b>	4R7 Infer a character's feelings, thoughts, motives from their actions, justifying inferences with evidence	4C7 Write own narrative using appropriate setting, characters and plot for the theme	4V7 Identify and use grammatical features appropriate for a given text type	
		4S8 Spell words with a 'y' elsewhere in the word than at the end	4R8 Consider possible alternatives to a character's actions and the effect that would have on events	4C8 Write own narrative using a clear structure, relevant description and correct punctuation throughout	4V8 Understand and use in writing Standard English forms of verb inflections instead of local spoken forms	
		4S9 Spell words where the 'k' sound is represented by a 'ch' [scheme, chorus, chemist]	4R9 Explain why the punctuation has been used in a particular sentence	4C9 Write non-fiction texts using bullet points and diagrams	4V9 Understand the grammatical difference between plural and possessive -s	
		4S10 Spell words where the 'sh' sound is represented by a 'ch' [chef, machine]	4R10 Identify how certain adjectives, order of sections and subheadings contribute to meaning	4C10 Write own non narrative using a clear layout, formal and technical vocabulary and correct punctuation throughout		
		4S11 Spell words where the 's' sound is represented by a 'sc' [science, scene]		4C11 Proof read own work and check for errors in: spelling of words in word list, use of pronouns, . , ? !' 4C12 Suggest improvements to grammar and vocabulary to make writing more effective 4C13 Independently assess effectiveness of writing against success criteria		

# LITERACY

YEAR	WORD READING	SPELLING	READING COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION	HANDWRITING
5	5W1 Use a range of strategies to read any unfamiliar word independently and accurately	5S1 Covert nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]	5R1 Read and know the features of a wide range of texts including: science fiction, fantasy, newspapers, brochures/leaflets, reference books	5C1 Plan writing by identifying the purpose of writing, selecting the appropriate form and using other similar writing as models for their own	5V1 Use and understand the purpose of a thesaurus	5H1 Use joined handwriting throughout independent writing with increasing speed
		5S2 Spell words using verb prefixes: dis-, de-, mis-, over-, re-	5R2 Recommend books to their peers, giving reasons for choices	5C2 Plan writing by developing initial idea gathered after independent reading or research	5V2 Understand how to convert nouns and adjectives into verbs	5H2 Know and understand the standard of presentation expected for particular tasks
		5S3 Spell words with endings: -cious, -tious	5R3 Distinguish between statements of fact and opinion	5C3 Use consistent and correct tense throughout a piece of writing	5V3 Use relative clauses beginning with: who, which, where, when, whose, that or an omitted relative pronoun	
		5S4 Spell words with endings: -cial, -tial	5R4 Retrieve information from nonfiction texts which is then recorded and presented verbally using own language choices	5C4 Use correct subject verb agreement when using singular and plural	5V4 Indicate degrees of possibility using adverbs [perhaps, surely]	
		5S5 Spell words with endings: -ant, -ance, -ancy, -ent, -ence, -ency	5R5 Recognise and ask about the word/phrase that is key to the meaning of a passage of text	5C5 Distinguish between the language of speech and writing for particular purposes	5V5 Indicate degrees of possibility using modal verbs [might, should, will, must]	
		5S6 Spell words with endings: -able, -ible, -ably, -ibly	5R6 Describe what a word/phrase tells the reader about a character or event giving justification for views	5C6 Integrate dialogue within a narrative to convey character	5V6 Use devices to build cohesion within a paragraph [then, after that, this, firstly]	
		5S7 Spell words containing letter string: ough	5R7 Recognise the main theme of a text and give evidence to support answer	5C7 Create atmosphere within a narrative	5V7 Link ideas across paragraphs using adverbials of time, place, number or tense choices	
		5S8 Spell words with silent letters that cannot be predicted from pronunciation [excluding kn, gn, wr, wh]	5R8 Recognise and select the visual and linguistic features of different types of text	5C8 Write non narrative using persuasive language	5V8 Use brackets, dashes, commas to indicate parenthesis	
		5S9 Spell words from the Year 5&6 Word List	5R9 Summarise the main ideas of a text, identifying key details that support the main ideas	5C9 Write own narrative using correct structural, linguistic and grammatical features of a particular genre	5V9 Use commas to clarify meaning and avoid ambiguity	
		5S10 Use first three or four letters of a word to check spelling and meaning in a dictionary	5R10 Identify why the author has chosen a specific word/phrase to describe a character or action giving justification for their views	5C10 Write own non narrative using correct structural, linguistic and grammatical features of a particular genre	5V10 Punctuate bullet points, in non narrative, consistently	
			5R11 Identify the effect the author has created through their use of punctuation or sentence types giving justification for their views	5C11 Proof read own work and check for errors in: spelling of words in word list, use of parenthesis and use of tense throughout		
			5R12 Identify how imagery and/or different sentence types contribute to meaning	5C12 Understand, when editing, that choices in vocabulary can change meaning		
			5R13 Identify how the given starting and ending points of a passage of text contribute to meaning	5C13 Assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		



# LITERACY

YEAR	WORD READING	SPELLING	READING COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION	HANDWRITING
6		6S1 Revise spellings from Year 5&6 Word List	6R1 Read and know the features of a wide range of texts including: historical fiction, horror, folktales, adverts, biographies, letters	6C1 Plan writing by identifying the audience for the writing, selecting the appropriate form and using other similar writing as models for their own	6V1 Use a thesaurus effectively	6H1 Choose the writing implement best suited for a task
		6S2 Spell homophones correctly and other words that are often confused	6R2 Increase familiarity with: fiction about the distant past, modern fiction and fiction from our literary heritage	6C2 Plan using note taking skills	6V2 Know how words are related by meaning as synonyms and antonyms	6H2 Develop a legible, personal, fluent style that can be written at speed
		6S3 Spell words that include a hyphen	6R3 Identify how the author adapts language to create effect [imagery, personification, metaphor]	6C3 Consider how authors have developed specific narrative/ nonfiction genre and to note devices they will try to replicate in own writing	6V3 Link ideas across paragraphs using: repetition of words/phrases, ellipsis, grammatical connections [ <i>on the other hand, in contrast</i> ]	6H3 Understand some tasks require unjoined handwriting and to identify when to use this
		6S4 Add suffixes beginning with vowel letters to words ending in -fer	6R4 Discuss and evaluate how authors use figurative language and the impact that has on the reader	6C4 Use a wide range of devices to build cohesion within and across paragraphs	6V4 Use a colon to introduce a list	
		6S5 Understand the rule 'i before e except after c' and the exceptions to this rule	6R5 Identify the author's intention when using formal/informal language and the effect it creates	6C5 Integrate dialogue within a narrative to convey character	6V5 Use a semi colon, colon, dash to mark the boundary between independent clauses	
			6R6 Select and summarise the key points of a passage of text which describe characters and/or actions	6C6 Choose register appropriate to task/ genre	6V6 Use semi colons within lists	
			6R7 Identify how the structure of a passage of text mirrors meaning	6C7 Write a completed narrative using correct structural, linguistic and grammatical features of a particular genre in a given time	6V7 Understand the use of different layout devices to structure text: columns, tables	
			6R8 Identify and discuss themes and conventions across a wide range of writing	6C8 Write a completed non narrative using correct structural, linguistic and grammatical features of a particular genre in a given time	6V8 Understand the difference between, identify and use vocabulary typical of formal/ informal speech	
			6R9 Make comparisons within and across books	6C9 Précis longer passages when writing	6V9 Understand the difference between sentence structures typical of formal/ informal speech	
				6C10 Select appropriate grammar and vocabulary to enhance meaning	6V10 Use the passive	
				6C11 Independently assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		
				6C12 Proof read own work and check for errors in: spelling of words in word list, use of parenthesis and use of tense throughout		
				6C13 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		