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| **GPS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * To use and apply noun phrases * To use and apply modal verbs and subjunctive mood * To use and apply suffixes - making nouns and adjectives to verbs * To use and apply relative clauses * To use and apply commas | * To use and apply pronouns & possessive pronouns * To use and apply adverbs to show frequency * To use and apply prefixes * To use and apply colons in lists * To use and apply subordinating conjunctions and clauses | * To use and apply synonyms and antonyms * To use and apply adverbs to show possibility. * To use and apply root words * To use and apply hyphens * To use and apply coordinating conjunctions | * To identify the subject and object * To recognise ambiguity * To use hyphenated compound words * To use bullet points * To use the perfect form of verbs to mark relationships of time and cause | * To use and apply direct and reported speech * To use and apply the active and passive * To use and apply semi-colons, colons and dashes to mark clauses * To use both formal and informal speech and vocabulary * To recognise and apply cohesive devices | * To use the correct verb tenses * To editing and evaluating * To use all parenthesis - brackets, commas and dashes * To write in both the formal and informal * To recognise and apply cohesive devices |
| **Composition and Writing** | * I know the audience for and purpose of the writing * When writing, I can select the appropriate form and I use other similar writing as models for my own * I can note and develop ideas, drawing on reading and research where necessary * In writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed * I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * When writing narratives, I can describe settings, characters and atmosphere and can develop characters through dialogue and action * I can use a wider range of cohesive devices e.g. using adverbials e.g. on the other hand, in contrast, as a consequence, and by using ellipsis * I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, columns, bullets, or tables.] * I can assess the effectiveness of my own and others' writing * I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * I can use the correct tense throughout a piece of writing * I can use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * I can proofread for spelling and punctuation errors * I can perform compositions, using appropriate intonation, volume, and movement so that meaning is clear * I can precis (summarise) longer passages | | | | | |
| **Reading** | * I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * I can read books that are structured in different ways and can read for a range of purposes e.g. use of contents pages and indexes to locate information * I am familiar 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 * I can recommend books that I have read to my peers, giving reasons for my choice * I can identify and discuss themes eg. loss, heroism,and conventions in and across a wide range of writing e.g.use of first person in writing diaries * I can make comparisons within and across books * I can recite a wider range of poetry by heart * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * I check that the book makes sense when reading, discussing my understanding and exploring the meaning of words in context * I ask questions to improve my understanding * I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence * I can predict what might happen from details stated and implied * I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * I can identify how language, structure and presentation contribute to meaning * I can discuss and evaluate how authors use language, including figurative language e.g.metaphor, simile and can consider the impact on the reader * I can distinguish between statements of fact and opinion * I can retrieve, record and present information from non-fiction * I participate in discussions about books/texts that have been read aloud and those I have read, building on my own and others' ideas and challenging views courteously * I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary * I can provide reasoned justifications for my views | | | | | |