|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GPS** | **Autumn 1** | **Autumn 2**  | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| * To use and apply proper nouns
* To use and apply adverbs of possibility converting nouns and adjectives into verbs
* To use and apply suffixes -ate, -ise, -ify
* To use tenses: past & present progressive and present perfect
* To use possessive and plural apostrophes
* Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)
 | * To use and apply Adverbs
* To use and apply modal verbs
* To use and apply verb prefixes dis-, de-, mis-, over-, re
* To use and apply verb inflections & standard English
* Use and apply inverted commas
 | * To use and apply prepositions
* To use and apply coordinating conjunctions
* To use and apply inverted commas (changing the position of the reporting clause)
* To use and apply parenthesis – brackets
* To use and apply commas for meaning and clarity
 | * To use and apply determiners
* To use and apply More suffixes
* To use and apply subordinating conjunctions
* To link paragraphs with adverbials
* To use and apply direct & indirect (Reported) speech
 | * To use pronouns & possessive pronouns
* To know word families
* To use subordinate clauses
* To write cohesive paragraph
* To use and apply parenthesis - commas
 | * To use and apply Adverbials/Fronted Adverbials
* To review dictionary skills
* To use and apply relative clauses
* To use and apply parenthesis - dashes
 |
| **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
* When 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
* In narratives, I can describe settings, characters and atmosphere and can develop characters through dialogue and action
* I can use a wide range of devices to build cohesion within and across paragraphs e.g . then, after that, firstly and by using adverbials e.g. later, nearby, secondly
* I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* 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 consistently 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
 |
| **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 discuss words and phrases that capture the reader's interest and imagination
* I can recognise some different forms of poetry [for example, free verse, narrative poetry]
* 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
 |