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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
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| **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
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| **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
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