



English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 3

AUTUMN Term

Reading	Term 1	Term 2																
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<p>Stone Age Boy (Writing Focus) Stone Age history (Twinkl E-book -Topic focus) The Accidental Prime Minister (Class Read)</p>	<p>The True Story of the Three Little Pigs (Writing Focus) History Hackers – The Victorians ( Twinkl E-book- Class Read) The Works poetry (Class Read)</p>																
<p>Guided Reading Skills Foci:  <i>Bronze Silver Gold</i></p>	<table border="1"> <tr> <td data-bbox="549 575 715 653"></td> <td data-bbox="715 575 1522 653"> <p><b>VIPERS focus: retrieval and vocabulary</b> (all skills revisited regularly to ensure revision of knowledge)</p> </td> </tr> <tr> <td data-bbox="549 653 715 905"></td> <td data-bbox="715 653 1522 905"> <p>I can <b>read</b> an increasing number of exception words I can <b>identify</b> a range of question types. I can <b>locate</b> key information in a text How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of.....</p> </td> </tr> <tr> <td data-bbox="549 905 715 1241"></td> <td data-bbox="715 905 1522 1241"> <p>I can <b>explain</b> the main points in a text. 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What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. I can <b>predict</b> what might happen in a story.</p> </td> </tr> <tr> <td data-bbox="1745 1213 1911 1423"></td> <td data-bbox="1911 1213 2683 1423"> <p>I can <b>explore</b> some straightforward underlying themes and ideas.  I can <b>explain</b> how and why main characters act in certain ways in a story.  I can <b>explore</b> potential meaning of ambitious vocabulary read in context</p> </td> </tr> </table>		<p><b>VIPERS focus: inference and prediction</b> (all skills revisited regularly to ensure revision of knowledge)</p>		<p>I can <b>read</b> aloud using a range of strategies appropriately, including decoding, to establish meaning.  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<p>21 Steps (National Curriculum)</p>	<p><b>Step 10</b></p> <p><u>Word Reading</u> I can read an increasing number of exception words. I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. I can apply my increasing knowledge of root words, prefixes and suffixes</p> <p><u>Comprehension</u> I can summarise and explain the main points in a text. Begin to use knowledge of alphabet to locate information and meaning (dictionary/index)</p> <p><u>Themes and Conventions</u> I can briefly summarise the difference between a fiction and non-fiction text, giving examples. I can recognise some differences between different poems</p>																	









		<p>I can explore some straightforward underlying themes and ideas.</p> <p><u>Language for Effect</u>  I can identify where language is used to create mood, build tension or 'paint a picture'.  I can explain the meaning of WOW words in context.  I can explore potential meaning of ambitious vocabulary read in context.</p> <p><u>Making Inferences</u>  I can explain how and why main characters act in certain ways in a story.  I can predict what might happen in a story.</p>													
<b>Spelling Progression</b>	<b>Term 1</b> Focus on 2 sets of words, including a recap of common Year 2 rules. Additional Spelling interventions are in place for children who are not secure in their phonics and common exception words.							<b>Term 2</b> Focus on 2 sets of words, including a recap of common Year 2 rules. Additional Spelling interventions are in place for children who are not secure in their phonics and common exception words.							
<b>Yr 2 Revisit</b>	<b>Week 1</b> The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds	<b>Week 2</b> The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'	<b>Week 3</b> The /j/ sound spelled with a g.	<b>Week 4</b> The /s/ sound spelled c before e, i and y.	<b>Week 5</b> The /n/ sound spelled kn and gn at the beginning of words.	<b>Week 6</b> Challenge words	<b>Week 7</b> Personal choice from 50 word spelling check.	<b>Week 1</b> The /r/ sound spelled 'wr' at the beginning of words.	<b>Week 2</b> The /l/ or /ul/ sound spelled '-le' at the end of words.	<b>Week 3</b> The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	<b>Week 4</b> The /l/ or /ul/ sound spelled '-al' at the end of words.	<b>Week 5</b> Words ending in '-il.'	<b>Week 6</b> Challenge words		
<b>Yr 3</b>	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	The /i/ sound spelled with a 'y.'	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch.	Challenge words	Personal choice from 50 word spelling check.	Words with the prefix 're-' 're-' means 'again' or 'back.'	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	The prefix 'mis-' This is another prefix with negative meanings.	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	Challenge words		
<b>Spelling – 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)</b>	<b>Step 10</b> - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words														
<b>Writing</b>	<b>Term 1</b>							<b>Term 2</b>							
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Genre/Composition</b>	Letter Writing (Non Fiction) (To teacher and pen pal)		Setting Description (Fiction) (Of Stone Age images)		Story Writing based on Stone Age Boy (Fiction)			Information text (summary of Victorian games)		Instructions (Victorian game of choice)		True Story of the 3 Little Pigs (Narrative)			

<p><b>Genre specific coverage</b></p>	<p>Features of letter writing Paragraphs Use of pronouns Conjunctions Sentence starters (time and linking words) Adjectives + adverbs CL + FS Handwriting 1<sup>st</sup> person Revision of question and statement. Perfect form.</p>	<p>Prepositional phrases Main and subordinate clause Vocabulary choices Thesaurus use Sentence starters Determiner a/an Commas in a list</p>	<p>Planning Past tense 3<sup>rd</sup> person Direct speech Paragraphs Sentence starters (conjunctions/adjectives/nouns/prepositions) Determiner a/an Editing</p>	<p>Features of an information text Summarising Prepositions 2<sup>nd</sup> person</p>	<p>Features of instructions Imperative verbs Precise sentence structure with CL and FS</p>	<p>Present and past tense used more accurately Regular and irregular verbs Direct speech Sentence starters (conjunctions/adjectives/nouns/prepositions) Editing Apostrophes- contraction and possession</p>
<p><b>Writing: (Including EGPS) 21 Steps (National Curriculum)</b></p>	<p>Step 10</p> <p>Composition (Working towards step 12)</p> <ul style="list-style-type: none"> <li>- I can talk about a genre of writing identifying its structure, vocabulary and grammar</li> <li>- I can discuss and record my ideas.</li> <li>- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>- I can organise my writing in paragraphs around a theme.</li> <li>- I can use the features of non-narrative material.</li> <li>- I can create settings, characters and plot in narrative writing.</li> <li>- I can write in a variety of genre.</li> <li>- I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>- I can assess the effectiveness of my own and others writing and suggest improvements.</li> <li>- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>- I can evaluate what I have written with the teacher or another pupil.</li> </ul> <p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> <li>- I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.</li> <li>- I am beginning to identify and understand the main clause in a sentence.</li> <li>- I understand the term paragraph as a way of grouping related material.</li> <li>- I understand what a noun or pronoun is and am beginning to use these in my writing.</li> <li>- I understand that bossy verbs are known as imperative verbs.</li> <li>- I understand the term preposition in relation to position.</li> <li>- I can develop the range of time and linking words used to start sentences.</li> <li>- I can classify adjectives.</li> <li>- I can develop my use of adverbs.</li> <li>- I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel.</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>- I can confidently use capital letters and full stops to demarcate a sentence.</li> <li>- I am developing confidence in using inverted commas in direct speech.</li> <li>- I am confidently using commas in a list.</li> </ul>					



English Coverage  
Year 3  
SPRING Term



Reading		Term 3	Term 4	
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>		Flat Stanley Framed in France (Class Read)	Matilda (Class Read + Writing focus)	
Guided Reading Skills Foci:  <i>Bronze Silver Gold</i>		<b>VIPERS focus: Explain and Retrieval</b> (all skills revisited regularly to ensure revision of knowledge)		<b>VIPERS focus: summarise and inference</b> (all skills revisited regularly to ensure revision of knowledge)
		- I can <b>read</b> an increasing number of exception words. I am beginning to <b>identify</b> the differences between a wider range of non-fiction text types I can <b>recognise</b> presentation devices e.g. numbering and headings in instructions		- I can read <b>aloud</b> with expression and intonation taking into account punctuation. I can <b>identify</b> the differences between a wider range of non-fiction text types
		I can <b>quote</b> directly from the text to support thoughts and discussions. I can <b>use</b> some appropriate vocabulary to describe different poems I can <b>explain</b> how and why main characters act in certain ways in a story, <b>using</b> evidence from the text. Explain Questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?		-I can <b>apply</b> my increasing knowledge of root words, prefixes and suffixes I can increasingly <b>use</b> knowledge of alphabet to locate information and meaning I can <b>summarise</b> the main points in a text. Summarise Questions Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?
		I can <b>explain</b> the main points in a text. I can <b>clarify</b> the meanings of ambitious words and/or phrases in context. I can <b>discuss</b> how the words make me feel		When prompted, I can <b>justify</b> and elaborate on opinions and predictions - I can <b>comment</b> on author's choice of language to create mood and build tension. I can <b>explore</b> potential meanings of WOW words read in context.
	21 Steps (National Curriculum)	<b>Step 11</b> <u>Word Reading</u> - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes  <u>Comprehension</u> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning  <u>Themes and Conventions</u> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. - I can recognise presentation devices e.g. numbering and headings in instructions - I can use some appropriate vocabulary to describe different poems		

		<p>- I can summarise and explain the main points in a text.</p> <p><u>Language for Effect</u></p> <p>- I can comment on author's choice of language to create mood and build tension.</p> <p>- I can explore potential meanings of WOW words read in context.</p> <p>- I can clarify the meanings of ambitious words and/or phrases in context.</p> <p>- I can discuss how the words make me feel</p> <p><u>Making Inference</u></p> <p>- I can explain how and why main characters act in certain ways in a story, using evidence from the text.</p> <p>- When prompted, I can justify and elaborate on opinions and predictions</p>											
<b>Spelling Progression</b>	<b>Term 3</b>						<b>Term 4</b>						
<b>Yr 2 Revisit</b>	<b>Week 1</b> The long vowel 'i' spelled with a y at the end of words.	<b>Week 2</b> Adding '-es' to nouns and verbs ending in 'y.'	<b>Week 3</b> Adding '-ed' to words ending in y. The y is changed to an i.	<b>Week 4</b> Adding '-er' to words ending in y. The y is changed to an i.	<b>Week 5</b> Adding 'ing' to words ending in 'e' with a consonant before it.	<b>Week 6</b> Challenge Words	<b>Week 1</b> Adding 'er' to words ending in 'e' with a consonant before it.	<b>Week 2</b> Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.	<b>Week 3</b> Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.	<b>Week 4</b> The /or/ sound spelled 'a' before ll and l.	<b>Week 5</b> The short vowel sound 'o'	<b>Week 6</b> Challenge Words	
<b>Yr 3</b>	The long vowel /a/ sound spelled 'ai'	The long /a/ vowel sound spelled 'ei.'	The long /a/ vowel sound spelled 'ey.'	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Challenge Words	The /l/ sound spelled '-al' at the end of words.	The /l/ sound spelled '-le' at the end of words.	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	Adding the suffix -ly. Words which do not follow the rules.	Challenge Words	
<b>Spelling– 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)</b>	<p><b>Step 11</b></p> <ol style="list-style-type: none"> <li>Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>Spelling Rules: The 'or' sound spelled 'a' before ll and l</li> <li>Spelling Rules: The short vowel sound 'o.'</li> <li>Challenge Words</li> </ol> <p>- I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>- I am using an increasing range of strategies to help me learn new words</p> <p>- I am able to practice new spellings and check whether I have written them correctly</p>												
<b>Writing</b>	<b>Term 3</b>						<b>Term 4</b>						
	<b>Week 1 (3 days)</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<b>Genre/composition</b>	Recount (Christmas)		Persuasive adverts (A toy/ Christmas present)		Performance Poetry (preposition poem and if I could be anything...)		Argument- Science based?			Matilda- diary accounts (different character perspectives eg, Matilda, Miss Honey, Miss Trunchbull)			
<b>Genre Specific Coverage</b>	1 <sup>st</sup> person Main and subordinating clause with commas beginning to be introduced. Past tense verbs/irregular used correctly Paragraphing		Vocabulary choices for impact Thesaurus use Sentence starters Superlatives Commas in a list		Prepositions/prepositional phrases Main and sub clause with comma Reading aloud/tone/pace/emphasis Structure/verse/syllable counting/rhyme		Paragraphing Main and sub clause with a comma Range of sentence starters including linking conjunctions			Vocabulary choices to represent character Informal tone Apostrophes for contraction and possession Past and present tense			
<b>Writing:</b>	<b>Step 11</b>												

(Including EGPS)  
21 Steps

Composition (Working towards step 12)

- I can talk about a genre of writing identifying its structure, vocabulary and grammar
- I can discuss and record my ideas.
- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- I can organise my writing in paragraphs around a theme.
- I can use the features of non-narrative material.
- I can create settings, characters and plot in narrative writing.
- I can write in a variety of genre.
- I can proof read my work to check for spelling, grammar and punctuation errors.
- I can assess the effectiveness of my own and others writing and suggest improvements.
- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.
- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
- I can evaluate what I have written with the teacher or another pupil.

Vocab and Grammar

- I can use a variety of conjunctions, adverbs and prepositions to express time and cause.
- I am developing the use of the main clause in a sentence.
- I can plan to use paragraphs to group related material.
- I can identify regular and irregular verbs.
- I understand the difference between a clause and a phrase.
- I can use preposition to show position of objects in relation to one another.
- I can use a variety of sentence openers to add interest.
- I can use selected adjectives to create variety and add impact.









Punctuation

- I can punctuate speech accurately in my writing.
- I am beginning to use a comma to mark a pause in a complex sentence.



English Coverage  
Year 3  
SUMMER Term



Reading		Term 5	Term 6
<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p>		<p>Series of Unfortunate Events – The Bad Beginning (Class Read) Newspaper Extracts (Writing Focus TBC) Playscript examples</p>	<p>Escape to Pompeii (Class Read) Beast Quest (Class Read)</p>
<p><b>Guided Reading Skills Foci:</b></p> <p><b>Bronze Silver Gold</b></p>		<p> <b>VIPERS focus: inference</b> (all skills revisited regularly to ensure revision of knowledge)</p> <p> I can <b>read</b> an increasing number of exception words.</p> <p>I can <b>read</b> aloud with intonation and expression, taking into account higher grade punctuation.</p> <p>I can <b>identify</b> differences between different fiction and non-fiction genres</p> <p> I can <b>discuss</b> the merits of different presentational devices in helping clarity of meaning</p> <p>I can <b>clarify</b> the meaning of WOW words and/or phrases in context.</p> <p><b>Inference focus questions:</b> Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?</p> <p> I can <b>explore</b> language features of some different text types (e.g. that the language of recount is different to the language of instructions).</p> <p>I can <b>discuss</b> the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>I can sometimes <b>write</b> with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.</p>	<p> <b>VIPERS focus: Retrieval</b> (all skills revisited regularly to ensure revision of knowledge)</p> <p> I can <b>apply</b> my increasing knowledge of root words, prefixes and suffixes</p> <p>I can <b>test</b> out different pronunciations of longer words</p> <p>I can <b>name</b> different types of poems</p> <p> I can <b>use</b> text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p> <p>I <b>use</b> my skimming and scanning skills to locate information.</p> <p><b>Retrieval Focus Questions:</b> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?</p> <p> I can <b>refer</b> back to the text to support my answers.</p> <p>I can <b>justify</b> and elaborate on opinions and predictions with reference to the text</p> <p>I can <b>discuss</b> why the author might have chosen these words/phrases</p>
<p><b>21 Steps (National Curriculum)</b></p>		<p>Step 12</p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>- I can read an increasing number of exception words.</li> <li>- I can read aloud with intonation and expression, taking into account higher grade punctuation.</li> <li>- I can apply my increasing knowledge of root words, prefixes and suffixes</li> <li>- I can test out different pronunciations of longer words</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>- I can locate information by skimming (for a general impression and scanning (to locate specific information).</li> <li>- I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</li> </ul> <p><u>Themes and Conventions</u></p>	

		<ul style="list-style-type: none"> <li>- I can identify differences between different fiction and non-fiction genres.</li> <li>- I can name different types of poems</li> <li>- I can discuss the merits of different presentational devices in helping clarity of meaning</li> <li>- I can summarise and explain the main points in a text, referring back to the text to support this.</li> </ul> <p><u>Language for Effect</u></p> <ul style="list-style-type: none"> <li>- I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).</li> <li>- I can clarify the meaning of WOW words and/or phrases in context.</li> <li>- I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</li> <li>- I can discuss why the author might have chosen these words/phrases</li> </ul> <p><u>Making Inferences</u></p> <ul style="list-style-type: none"> <li>- I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.</li> <li>- I can justify and elaborate on opinions and predictions with reference to the text.</li> </ul>										
<b>Spelling Progression</b>	<b>Term 5 Year 3 &amp; 4 Word List</b>					<b>Term 6 Year 3 &amp; 4 Word List</b>						
<b>Yr 2 Revisit</b>	<b>Week 1</b> The /ee/ sound spelled '-ey'	<b>Week 2</b> Words with the spelling 'a' after w and qu.	<b>Week 3</b> The /er/ sound spelled with o or ar.	<b>Week 4</b> The /z/ sound spelled s.	<b>Week 5</b> No Yr 2	<b>Week 1</b> The suffixes '-ment' and '-ness'	<b>Week 2</b> The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.	<b>Week 3</b> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	<b>Week 4</b> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<b>Week 5</b> Words ending in '-tion.'	<b>Week 6</b> Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.	
<b>Yr 3</b>	Words ending in '-er' when the root word ends in (t)ch.	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.	Words with the /s/ sound spelled 'sc' which is Latin in its origin.	Homophones: Words which have the same pronunciation but different meanings and/or spellings.  + Challenge words	Yr 3 Revision	Yr 3 Revision	Yr 3 Revision	Yr 3 Revision	Yr 3 Revision	Yr 3 Revision	
<b>Spelling– 21 Steps (National Curriculum) (Linked to Phonics and Reading progression)</b>	<b>Step 12</b> I use a dictionary to edit my writing. I can talk about how I use apostrophes in my writing. I can spell further homophones I can spell words that are often misspelt											
<b>Writing</b>	<b>Term 5</b>					<b>Term 6</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Genre/composition</b>	Newspaper			Inside out- Play script			Inside out (Turn play script into narrative)			Poetry- riddles	Letters to new teacher/Pen pal	
<b>Genre Specific Coverage</b>	Features of a newspaper Direct speech Past tense and irregular verbs			Features of a play script Absence of speech marks Accurate sentence punctuation-FS/question marks/exclamation marks/apostrophes			Describing character and setting Direct speech Consistent use of tense Range of sentence starters: prepositions/adjectives/nouns/conjunctions Main and sub clause with a comma Pro nouns			Similes Structure/verse size consistent	Paragraphs Use of pronouns Conjunctions Sentence starters (time and linking words) Adjectives + adverbs CL + FS	



			Consistently use the correct determiner		Handwriting 1 <sup>st</sup> person
<p style="text-align: center;"><b>Writing: (Including EGPS) 21 Steps</b></p>	<p><b>Step 12</b></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- I can talk about a genre of writing identifying its structure, vocabulary and grammar</li> <li>- I can discuss and record my ideas.</li> <li>- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>- I can organise my writing in paragraphs around a theme.</li> <li>- I can use the features of nonnarrative material.</li> <li>- I can create settings, characters and plot in narrative writing.</li> <li>- I can write in a variety of genre.</li> <li>- I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>- I can assess the effectiveness of my own and others writing and suggest improvements.</li> <li>- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>- I can evaluate what I have written with the teacher or another pupil.</li> </ul> <p><u>Vocab and Grammar</u></p> <ul style="list-style-type: none"> <li>- I can use the main clause in a sentence.</li> <li>- I am beginning to identify the subordinate clause in a sentence.</li> <li>- I am confidently using paragraphs to structure my writing in a variety of genre.</li> <li>- I can use nouns or pronouns appropriately to avoid repetition.</li> <li>- I am beginning to use a range of regular and irregular verbs.</li> <li>- I can accurately use preposition to show position of objects in relation to one another.</li> <li>- I can develop my repertoire of sentence openers.</li> <li>- I can consider the impact that different adjectives have in my writing.</li> <li>- I consistently use the correct determiner.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use speech appropriately in my writing.</li> <li>- I can use commas to mark a pause in a complex sentence.</li> </ul>				