READING

Term	Autumn	Spring	Summer
Book Band	**Grey**	**Grey**	**Grey/Grey Free Reader**
Word Reading	Use knowledge of root words to understand meanings of words, *e.g. fame, famous, famously; surprise, surprisingly; decide, undecided, decision, indecisive; appear, reappear, disappear, appearance; favour, favourite, favourable.*	Use knowledge of root words to understand meanings of words, *e.g. strange, stranger, strangely, estranged; probable, probably, improbable; guide, misguided, guiding; answer, unanswered, answerable; centre, central, centred.*	Use knowledge of root words to understand meanings of words, *e.g. separate, separately, separation; image, imagine, imagination; continue, continually, continuation; inform, information, informative, informant; adore, adoringly, adoration.*
	Use prefixes to understand meanings *e.g. ir- (meaning 'not'): irregular, irreplaceable, irresponsible; il- (meaning 'not') illegal; illogical.*	Use prefixes to understand meanings *e.g. sub-(meaning 'under'): subheading, submarine, submerge. Inter- (meaning 'between'): interact, intercity, international.*	Use prefixes to understand meanings *e.g. super– (meaning 'above/beyond'): superman, supermarket; anti– (meaning 'against'): antiseptic, anticlockwise, antisocial; auto– (meaning 'self' or 'own'): autograph, autobiography.*
	Use suffixes to understand meanings of nouns *e.g. -tion (meaning 'act of' or 'state of'): invention, description; - ssion (meaning 'act of' or 'state of'): confession, admission.*	Use suffixes to understand meanings *e.g. -cian (meaning 'having a skill or art'): musician, electrician. -sion (meaning 'act of' or 'state of'): decision, invasion, confusion.*	Use suffixes to understand meanings of nouns *e.g. –ation (indicating action or state): admiration, preparation, adoration, sensation, information.*
	Read and understand selected words from the Year 4 list.	Read and understand selected words from the Year 4 list.	Read and understand selected words from the Year 4 list.
Developing pleasure in reading and motivation to read	Speak confidently about texts using prompts such as: I really liked the part when…, The scariest/funniest/saddest part was …; The part I really saw in my imagination was…	Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing *e.g. performing and recommending poems, completing a recommended reads chart, creating a book review board game.*	Demonstrate enthusiasm for wider reading by confidently sharing opinions. Capture responses in writing in a variety of ways e.g. comparing and ranking characters, contributing to a book recommendation display.
	Prepare a poem and/or play script to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.	Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.	Prepare a poem to perform and learn by heart. Use text marking, colour coding and annotations to support planning and rehearsal Perform the poem to an audience, showing understanding through intonation, tone, volume and action.

	Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression and gesture	Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture / props.	Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.
Understanding the text	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts.	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts *e.g. alliteration, noun phrases.*	Identify, discuss and independently collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts *e.g. similes and metaphors.*
	Identify key vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of key vocabulary within the context of the text.
	Use the first three letters to locate words in a dictionary.	Use dictionaries (first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.	Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.
	Use punctuation to determine intonation and expression when reading aloud to a range of audiences, *e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*	Use punctuation to determine intonation and expression when reading aloud to a range of audiences, *e.g. pausing at the comma after a fronted adverbial*.	Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, *e.g. The tour guide* ***announced*** *'Be back here at four o'clock!'*
	Make predictions from different parts of the story, based on information stated.	Distinguish between information which is stated and that which is implied, *e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information.*	Make predictions based on information stated and that which is implied.
	Demonstrate active reading strategies and capture in reading journals *e.g. generating questions, finding answers, story shapes and charts, role on the wall.*	Demonstrate active reading strategies and capture in reading journals *e.g. visualisation, constructing images, relationship grids and freeze frames.*	Demonstrate active reading strategies and capture in reading journals e.g. book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters' emotions develop, and character ranking to order most powerful to least powerful with evidence from the text.

	Identify and discuss themes introduced by the teacher *e.g. safe and dangerous, rich and poor.*	Identify and discuss themes e.g. just and unjust.	Identify, discuss and compare themes across more than one text e.g. origins of the earth, its people and animals.
	Draw inferences around characters' actions and justify with evidence from the text.	Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.	Draw inferences around characters' motives, and justify with evidence from the text.
	Justify responses to the text using the PE prompt. Using a **P**oint provided by the teacher, children find supporting **E**vidence (Point + Evidence).	Justify responses to the text using the PE prompt. Teacher provides a piece of **E**vidence from the text for exploration and asks what **P**oint is made. (**P**oint + **E**vidence).	Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Consider a *range* of **E**vidence statements, provided by the teacher, and summarise the **P**oint.
	Identify the main idea from one paragraph and summarise orally *e.g. In narrative - The main character is alarmed because… or in a Newspaper – The event took place on… at…*	Identify main ideas drawn from more than one paragraph and summarise orally *e.g. In narrative – The main character decided to leave because … with two or more reasons, or in persuasive texts – Buy this today... because…. with 1/2/3 reasons across a text.*	Identify main ideas drawn from more than one paragraph and summarise these orally and in writing *e.g. The character is evil because…1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*
	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. newspapers, classic poetry, explanations.*	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. persuasion, non-chronological reports, issues and dilemmas*	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. poems with a structure, folk tales, discussion texts.*
	Recognise different forms of poetry *e.g limericks, riddles, calligrams, classic poems, narrative poems.*	Recognise and analyse different forms of poetry e.g. limericks, riddles, calligrams, classic poems, narrative poems.	Recognise and analyse a wider range of poetry *e.g. haiku, limericks, kennings, classic poems, narrative poems.*
Retrieving and recording information from non-fiction texts	Prepare for research by identifying what is already known, generate key questions to structure the task, *e.g. create a KWL grid.* Complete the KWL grid with answers to generated questions.	Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.	Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
	Evaluate how specific information is organised within a non-fiction text *e.g. text boxes, glossaries, diagrams, bibliographies.*	Evaluate how specific information is organised within a non-fiction text in print and on screen *e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons*	Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen *e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers,*

		and drop down menus.	*hyperlinks, icons and drop down menus.*
	Locate features of information texts in print and on screen. Scan texts in print or on screen to locate dates, numbers and names.	Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions.	Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.
	Use graphic organisers as a tool to support collection and organisation of information *e.g. spidergram, flow chart, 'for' and 'against' columns.*	Make a simple record of information from texts read, *e.g. by listing words, drawing together notes from more than one source.*	Make short notes, *e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.*
	Identify how paragraphs are used to organise and sequence information.	Explain how paragraphs are used to order or build up ideas.	Explain how paragraphs are used to order or build up ideas, and how they are linked.
Participating in discussion	Participate in discussion about what is read to them and books they have read independently *e.g. expressing preferences, providing opinions, generating, asking/answering questions, and making relevant comments*	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, *e.g. building on the ideas and contributions of others and sharing personal reflections.*	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others *e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously.*
	Evaluate rules for effective discussion which have been provided by the teacher. Agree on a selection to be used.	Develop and agree on rules for effective discussion, taking turns and listening to what others say.	Develop, agree on, use and reflect upon rules for effective discussion.
	Make and respond to contributions in a variety of group situations *e.g. whole class, pairs, guided groups, book circles.*	Make extended contributions by making a point and elaborating, *e.g. using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.*	Make appropriately extended contributions and respond to others in a variety of group situations *e.g. whole class, independent reading groups, book circles.*

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	**mention**	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	**position**	straight	
consider	favourite	knowledge	**possess(ion)**	strength	

WRITING

Term	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	Create and use sentences with an adverb starter *e.g. Cautiously, Lila approached the fire fiend.* Use a comma after an adverb starter.	Create complex sentences with adverb starters *e.g. Silently trudging through the snow, Sam made his way up the mountain.* Use a comma to separate the clauses.	Create and use complex sentences with adverb starters in own writing, *e.g. Patiently waiting by the harbour, the people gazed at the horizon.* Use a comma to separate the clauses.
	Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action*. Use a comma after the fronted adverbial.	Create sentences with fronted adverbials for where *e.g. In the distance, a lone wolf howled.* Use a comma after the fronted adverbial.	Create sentences with fronted adverbials for when and where *e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.* Use commas after fronted adverbials.
	Use inverted commas to punctuate direct speech (speech marks).	Use inverted commas and other punctuation to indicate direct speech *e.g. The tour guide announced, "Be back here at four o' clock."*	Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.
	Identify, select and effectively use pronouns *e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).*	Identify, select and effectively use pronouns *e.g. second person in persuasion (you, your, yours).*	Identify, select and effectively use pronouns *e.g. first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).*
	Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.	Explore, identify, collect and use noun phrases *e.g. the pale-faced boy with hair like straw*.	Explore, identify, collect and use noun phrases *e.g. Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.*
	Explore, identify and use Standard English verb inflections in writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*	Use Standard English verb inflections for writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*	
Composition: Planning	Identify and discuss the purpose and audience of the writing e.g. to explain a process to our parents. Discuss the structure, vocabulary and grammar needed, *e.g. logically sequenced steps and technical vocabulary.*	Identify and discuss the purpose and audience for writing, e.g. to entertain children in Year 3 with our adventure stories. Consider the structure, vocabulary and grammar needed to support this, *e.g. powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue.*	Identify and discuss the purpose and audience for the writing, *e.g. to make our Year 2 readers stop and think with our poems*. Carefully consider the structure and vocabulary, *e.g. counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.*

	Discuss and record ideas for planning *e.g. for non-fiction writing, creating a text map or boxing-up text types to create a plan.*	Discuss and record ideas for planning *e.g. story mountain, chunking a plot and innovating.*	Discuss and record ideas for planning *e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.*
Composition: Drafting and Writing	Develop characterisation using action, dialogue and description.	Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.	Plan and write an opening paragraph which combines setting and character/s.
	Improvise and compose dialogue between two characters.	Improvise and compose dialogue to show, or give clues about how a character is feeling, *e.g. 'You're dishonest and ungrateful!' shouted the Pied Piper.*	Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), *e.g. "Don't just stand there – wash your 'ands." Mum turned away to lay the table. "Eh?"* *"Don't say 'eh', say 'pardon'," she snapped.*
	Improve a passage prepared by the teacher *(e.g. one written using simple and compound sentences only)* with a focus on different sentence structures.	During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).
	Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when *e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.*		
	Link ideas across paragraphs using fronted adverbials for when and where *e.g. Several hours later…, Back at home…*	Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. Link ideas across paragraphs using fronted adverbials for where *e.g. Back at the bakery,…*	Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where *e.g. Several hours later…, Back at home…*
Composition: Evaluating and Editing	Proofread to check for errors in spelling, grammar and punctuation in own writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were'.

	Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.	Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.	With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Performing	Use appropriate intonation, tone and volume to present their writing to a group or class, *e.g. pausing at commas which follow adverbs.*	Use appropriate intonation, tone and volume to present their writing to a range of audiences, *e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.*	Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, *e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"*