



Writing

- I can use the prefixes un-, dis-, mis-, re-, pre-.
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- I can use the suffix -ly.
- I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece.
- I can spell words that are often misspelt.
- I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word
- I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.
- I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- I can use paragraphs to organise my writing so that blocks of text group related material.
- I can draft and write descriptive work that creates settings, characters and plots.
- I can draft and write material, such as instructions, using headings and sub-headings to organise my work.
- I can proof-read my work by reading aloud and putting in full stops. I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.
- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.
- I can understand when to use 'a' or 'an' in front of a word.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- I can use paragraphs.
- I can use headings and sub-headings
- I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.
- I can use speech marks correctly.

Word Reading

- I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.
- ***I can read further exception words including words that do not follow spelling patterns.***

Comprehension

- ***I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.***
- I can show that I enjoy reading by reading lots of different types of books.
- I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.
- ***I can tell you what a book that I am reading is about.***

- I can read aloud poems and perform play scripts.
- I can discuss words that excite me in the books that I read.
- I can understand what I have read, checking that it makes sense by talking to others about it.
- I can ask questions about the texts that I have read to help me understand them.
- ***I can work out what a character in a book is feeling by the actions they take and can explain how I know.***
- ***I can predict what might happen from clues in what I have read.***
- I can tell someone about the main ideas in a paragraph.
- I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- ***I can use non-fiction texts to find out information on a subject.***
- I can talk about books and poems.

Spoken Language

- I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.
- I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.