



Writing

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- I can understand and add the suffixes -ation, -ous.
- I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- I can spell words with the 's' sound spelt 'sc' e.g. science, scene.
- I can use the first three or four letters of a word to check its spelling in a dictionary.
- I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that 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 talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.
- I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.
- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
- I can organise my non-narrative writing so that it has headings and sub-headings.
- I can assess my work, and that of others, and suggest improvements.
- I can proof-read my writing for spelling and use of punctuation.
- I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.
- I can use the correct form of the verb inflection e.g. we were instead of we was.
- I can use paragraphs to organise ideas around a theme.
- I can make my writing interesting by using adjectives and other descriptive methods.
- I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.
- I can understand and use the following terms: determiner, pronoun, and possessive pronoun, adverbial.

Word Reading

- ***I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.***
- ***I can read and decode further exception words accurately, including words that do not follow spelling patterns.***

Comprehension

- ***I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.***
- I can show that I enjoy reading by reading lots of different types of books and for different reasons.

- ***I can use a dictionary to check the meaning of words.***
- I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.
- I can discuss words and phrases that excite me in the books that I read.
- I can discuss different types of poetry e.g. free verse and narrative poetry.
- ***I can check what I have read, and that I have understood it, by telling someone else what has happened.***
- I can ask questions about what I have read to help me understand a complicated text.
- ***I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.***
- ***I can predict what will happen in a text, using details I have already read to help me.***
- ***I can summarise what has happened in a text, using themes from paragraphs to help me.***
- I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.
- ***I can find and record information from non-fiction texts over a wide range of subjects.***
- I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.

Spoken Language

- I can ask reasoned questions to improve my understanding of a text.
- I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.