

## Reading:

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Comprehension:**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Writing:

### **Spelling:**

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

### **Handwriting:**

- I use the diagonal and horizontal strokes that are needed to join letters.

- I understand which letters should be left unjoined.

### **Composition:**

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
  - I can compose sentences using a wider range of structures.
  - I can write a narrative with a clear structure, setting, characters and plot.
  - I can write non-narrative using simple organisational devices such as headings and sub-headings.
  - I can suggest improvements to my own writing and that of others.
  - I can make improvements to grammar, vocabulary and punctuation.
  - I use a range of sentences with more than one clause by using a range of conjunctions.
  - I use the perfect form of verbs to mark the relationship of time and cause.
  - I can proof-read to check for errors in spelling and punctuation.
- ### **Sentence structure:**
- I can express time, place and cause by using conjunctions, adverbs and prepositions.
- ### **Text structure:**
- I am starting to use paragraphs.
  - I can use headings and sub headings.
  - I can use the present perfect form of verbs instead of the simple past.
- ### **Punctuation:**
- I can use inverted commas to punctuate direct speech.