

Reading and Writing Progression of skills

As we are a half form entry school, we ensure that our English provision and progression of skills is met in a variety of ways as indicated below to ensure that all our children access the full range of skills they need for their individual year group

Class Two		
Year Group	Year Three	Year Four
Reading	<ul style="list-style-type: none"> • Comment on the way characters relate to one another. • Know which words are essential in a sentence to retain meaning. • Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. • Is aware that some words sound different to how they are spelt. • Can use a dictionary to check the meaning of new words • Can talk about different types of stories they have read • Check what they are reading makes sense by talking about it • Can predict events in stories from what they have read • Can perform poems and play scripts to read aloud to keep the listener interested • Can recognise different types of poetry. <p style="text-align: center;"><u>Implementation:</u> <i>The shared objectives are delivered within the Mastery English programme as both year groups are taught together.</i></p>	<ul style="list-style-type: none"> • Comment on the way characters relate to one another. • Can show understanding of an increasing wide range of texts I have read • Is able to choose from a range of books that are set out differently • Can identify different themes and conventions in a wide range of books • Know which words are essential in a sentence to retain meaning. • Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. • Is aware that some words sound different to how they are spelt. • Can use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words • Can use a dictionary to check the meaning of new words • Can talk about different types of stories they have read • Check what they are reading makes sense by talking about it • Can predict events in stories from what they have read • Can perform poems and play scripts to read aloud to keep the listener interested • Can recognise different types of poetry. • Will discuss words and phrases of interest

	<p><i>The delivery of these objectives is further enhanced through the reciprocal reading sessions, which are three times a week. Within these sessions, children can be specifically targeted to work on specific targets. The highlighted year 4 targets are ones that are not common to the year 3 ones, and so are met within the reciprocal reading and 1:1 reading</i></p> <p><i>There is also a rota in place to ensure our non -home readers are heard read on a daily basis.</i></p>	<ul style="list-style-type: none">• Can tell what the main ideas in a book are from reading a number of paragraphs• Understand that the way books are set out help the reader to identify the meaning.• Can use non-fiction books to find out about things• Can take turns when discussing books read and listen to what others have to say
		<p><u>Implementation</u></p> <p><i>The shared objectives are delivered within the Mastery English programme as both year groups are taught together.</i></p> <p><i>The delivery of these objectives is further enhanced through the reciprocal reading sessions, which are three times a week. Within these sessions, children can be specifically targeted to work on specific targets.</i></p> <p><i>There is also a rota in place to ensure our non -home readers are heard read on a daily basis.</i></p>
Writing	<ul style="list-style-type: none">• Is able to use ideas to plan writing.• Can group ideas into paragraphs.• Can organise writing using different settings, characters and plot.• Can organise writing by using headings and sub-headings• Will read through finished work to correct spelling and punctuation errors if present.• Can read writing out to an audience in an interesting and clear manner.	<ul style="list-style-type: none">• Is able to use ideas to plan writing.• Can group ideas into paragraphs.• Can organise writing using different settings, characters and plot.• Can organise writing by using headings and sub-headings• Will read through finished work to correct spelling and punctuation errors if present.• Can read writing out to an audience in an interesting and clear manner.

- Can spell an increasing number of homophones.
- When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.
- Have increased knowledge of prefixes and suffixes and understand how to use them in writing.
- Know that inverted commas are used to open and close what someone is saying in a text.
- Can use adverbs and prepositions in writing.
- Can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- Use headings and sub-headings to structure and present work.
- Know when to use 'a' or 'an' depending on what the next word begins with.
- In handwriting, know which letters are appropriate to join.
- Joined handwriting is legible with all letters the same height and the correct distance apart from each other

Implementation:

The reading and writing objectives for Year 3 and 4 are very similar and where these are identical these are delivered through our Mastery English Programme when Year Three and Year Four are taught together.

In addition to this the children in Year Three have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science

Children in Year Three also have access to a range of EPGS activities via use of our one line platform of [www. Spag.com](http://www.spag.com)

- Using an increasing range of sentence structures and richer vocabulary in writing.
- Can edit work and that of others and add improvements to the texts.
- Can spell an increasing number of homophones.
- When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.
- Have increased knowledge of prefixes and suffixes and understand how to use them in writing.
- Use headings and sub-headings to structure and present work.
- Know when to use 'a' or 'an' depending on what the next word begins with.
- Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- Can write simple sentences from memory that have been dictated, using the correct punctuation.
- In handwriting, know which letters are appropriate to join.
- Joined handwriting is legible with all letters the same height and the correct distance apart from each other
- Use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
- Develop understanding of choosing nouns and pronouns appropriately to enhance writing.
- Correctly use the possessive apostrophe with plural nouns in writing
- Can punctuate speech in a text
- Describe nouns in careful detail when writing about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.

Implementation:

These objectives are met within the Mastery English provision as Year Two are taught in a pure year group to facilitate maximum progression

	<p><i>During the spilt after break, the children work on specific year group targets to ensure all of the objectives are met.</i></p>	<p><i>In addition to this the children in Year Four have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science</i></p> <p><i>Children in Year Four also have access to a range of EPGS activities via use of our one line platform of www. Spag.com</i></p> <p><i>During the spilt after break, the children work on specific year group targets to ensure all of the objectives are met.</i></p>
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