**Year 1 – Key Changes**

|  |  |
| --- | --- |
| Word Reading | Word endings (ed,ing,es,er,est)  Read and understand words using an apostrophe for contraction.  Read suffixes where they know the GPCs already. |
| Reading Comprehension | Listen and discuss reading beyond their independent reading level.  Children required to use inference skills. |
| Spelling | Increased emphasis on blending  Use of letter names to spell  Emphasis on dictated sentences  Spell words with prefixes and suffixes |
| Handwriting | Children need frequent, discrete direct teaching  Taught to:  Hold a pencil correctly  Sit properly at a table  Form digits 0-9 |
| Composition | Use of **grammatical terminology**: *word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark and exclamation mark.*  Punctuation: Question mark and exclamation mark |

**Year 2 – Key Changes**

|  |  |
| --- | --- |
| Word Reading | Continue to apply phonics to decode words  Embed automatic decoding  Read accurately words of two or more syllables |
| Reading Comprehension | Learn, recite and perform poems by heart  Response and expression of opinion |
| Spelling | Read words containing suffixes  Spell homophones  Add suffixes to spell longer words |
| Handwriting | Form letters and learn to join as soon as possible  Know which letters best not joined  Spacing of words |
| Composition | Plan - Generate ideas - Oral rehearsal - Evaluate  Re-read - Proof read for errors  Drama and role play  Read and listen to whole texts not just extracts  Vocab, punctuation and grammar – apostrophes in contracted form, different types of sentences (statement, exclamation, question)  Subordination  Noun Phrases  **Grammar terminology:** *verb, tense (past, present), adjective, noun, noun phrase, statement, question, exclamation, command, compound, suffix, apostrophe, comma* |

**Year 3-4 Key Changes**

|  |  |
| --- | --- |
| Word Reading | Knowledge of words (prefix, roots, suffix – study of the history of words) – to understand the meaning of the words.  Notice spelling exceptions |
| Reading Comprehension | Comprehension takes precedence over word reading  Learning poetry by heart – different forms  Identifying themes  Using dictionaries to check meanings |
| Spelling | Write dictated sentences  Spell further prefixes and suffixes  Spell common exception words  Spell words ending with sure, ture, sion  Possessive apostrophe |
| Handwriting | Use diagonal and horizontal strokes to join  Ascenders and descenders do not touch  Speed |
| Composition | Perfect form of tense  Conjunctions used instead of connectives  Using a or an correctly depending of vowel of the next word.  Word Families.  **Grammar Terminology-**  ***Year 3*** *🡪 word family, conjunction, adverb, preposition, direct speech, speech marks, prefix, clause, subordinate clause, consonant, consonant letter, vowel and vowel letter*  ***Year 4*** *🡪 Determiner, pronoun, possessive pronoun and adverbial.* |

**Year 5-6 Key Changes**

|  |  |
| --- | --- |
| Word Reading | No need for direct teaching of word reading skills  Focus on meaning and pronunciation |
| Reading Comprehension | Learning a wider range of poetry by heart  Prepare poems and plays to read aloud and perform  Prepare poems  Recommend books  Challenge views courteously  Formal debates  Recognise themes |
| Spelling | Use further prefixes and suffixes  Spell words with silent letters  Distinguish between homophones  Use of a dictionary and thesaurus |
| Handwriting | Write legible and fluently with increasing speed |
| Composition | Increased emphasis on performance  Formal speech  Passive verbs  Expanded noun phrases  Modal verbs  Relative clauses  Commas  Hyphens  Brackets, dashes, cmmas  Semi colons, colons and dashes  **Grammar Terminology :**  ***Year 5*** *🡪 relative clause, modal verb, relative, pronoun, parenthesis, bracket, dash, cohesion and*  *Ambiguity.*  ***Year 6*** *🡪 active, passive, subject, object, hyphen, synonym, antonym, ellipsis, colon, semi-colon and bullet points.* |