**Year 1 – Key Changes**

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| 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 blendingUse of letter names to spellEmphasis on dictated sentencesSpell words with prefixes and suffixes |
| Handwriting | Children need frequent, discrete direct teachingTaught to:Hold a pencil correctlySit properly at a tableForm 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**

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| Word Reading | Continue to apply phonics to decode wordsEmbed automatic decodingRead accurately words of two or more syllables  |
| Reading Comprehension | Learn, recite and perform poems by heartResponse and expression of opinion |
| Spelling | Read words containing suffixesSpell homophonesAdd suffixes to spell longer words |
| Handwriting | Form letters and learn to join as soon as possibleKnow which letters best not joinedSpacing of words |
| Composition |  Plan - Generate ideas - Oral rehearsal - EvaluateRe-read - Proof read for errorsDrama and role playRead and listen to whole texts not just extractsVocab, punctuation and grammar – apostrophes in contracted form, different types of sentences (statement, exclamation, question)SubordinationNoun Phrases**Grammar terminology:** *verb, tense (past, present), adjective, noun, noun phrase, statement, question, exclamation, command, compound, suffix, apostrophe, comma* |

**Year 3-4 Key Changes**

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| 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 readingLearning poetry by heart – different formsIdentifying themesUsing dictionaries to check meanings |
| Spelling | Write dictated sentencesSpell further prefixes and suffixesSpell common exception wordsSpell words ending with sure, ture, sionPossessive apostrophe |
| Handwriting | Use diagonal and horizontal strokes to joinAscenders and descenders do not touchSpeed |
| Composition | Perfect form of tenseConjunctions used instead of connectivesUsing 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**

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| Word Reading | No need for direct teaching of word reading skillsFocus on meaning and pronunciation |
| Reading Comprehension | Learning a wider range of poetry by heartPrepare poems and plays to read aloud and performPrepare poemsRecommend booksChallenge views courteouslyFormal debatesRecognise themes |
| Spelling | Use further prefixes and suffixesSpell words with silent lettersDistinguish between homophonesUse of a dictionary and thesaurus |
| Handwriting | Write legible and fluently with increasing speed |
| Composition | Increased emphasis on performanceFormal speechPassive verbsExpanded noun phrasesModal verbsRelative clausesCommasHyphensBrackets, dashes, cmmasSemi 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.*  |