

Key Learning in Reading: Year 4		Key Learning in Reading: Year 5	
Word Reading		Word Reading	
<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings, e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. Use suffixes to understand meanings, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. 		<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. 	
<ul style="list-style-type: none"> Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) – see below. 		<ul style="list-style-type: none"> Use suffixes to understand meanings, e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>-ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) – see below 	
Comprehension		Comprehension	
Developing pleasure in reading and motivation to read		Developing pleasure in reading and motivation to read	
<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>. Regularly listen to whole novels read aloud by the teacher. 		<ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. 	
<ul style="list-style-type: none"> Read books and texts for a range of purposes, e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i>. 		<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Read books and texts that are structured in different ways for a range of purposes. 	
		<ul style="list-style-type: none"> Recommend books to their peers with reasons for choices. 	
		<ul style="list-style-type: none"> Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. 	
<ul style="list-style-type: none"> Learn a range of poems by heart and rehearse for performance. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 		<ul style="list-style-type: none"> Learn a wider range of poems by heart. 	
		<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to audience. 	
Understanding books which they can read themselves and those which are read to them		Understanding books which they can read themselves and those which are read to them	
<ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors</i>, <i>similes</i>. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Demonstrate active reading strategies, e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>. 			
		<ul style="list-style-type: none"> Explain the meaning of words within the context of the text. 	
		<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	
		<ul style="list-style-type: none"> Demonstrate active reading strategies, e.g. <i>generating questions to refine thinking</i>, <i>noting thoughts in a reading journal</i>. 	
		<ul style="list-style-type: none"> Check that the book makes sense to them and demonstrate understanding, e.g. <i>through discussion</i>, <i>use of reading journals</i>. 	
<ul style="list-style-type: none"> Make predictions based on information stated and implied. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. 		<ul style="list-style-type: none"> Predict what might happen from information stated and implied. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. 	

Key Learning in Writing: Year 4 Composition	Key Learning in Writing: Year 5 Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> 	
<ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. 	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning.
<ul style="list-style-type: none"> Use commas after fronted adverbials. 	
	<ul style="list-style-type: none"> Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i>
	<ul style="list-style-type: none"> Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>
	<ul style="list-style-type: none"> Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i>
	<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i>
<ul style="list-style-type: none"> Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i> 	
<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later, nearby, secondly.</i>
	<ul style="list-style-type: none"> Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i>
	<ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>
	<ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>
	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ed</i> opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>
	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i>
	<ul style="list-style-type: none"> Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i>
	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i>
<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> 	
<ul style="list-style-type: none"> Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives: <i>this/that; these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i> 	
<ul style="list-style-type: none"> Identify, select and effectively use pronouns. 	