

Expectations

*It is expected that children are able to:*

<u>Communication</u>	<u>Reading</u>	<u>Writing</u>
<p><u>Listening carefully and understanding</u></p> <ul style="list-style-type: none"> <li>Understand the meaning of some phrases beyond the literal interpretation</li> </ul> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>Use time, size and other measurements to quantify</li> <li>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Use verbs with irregular endings</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud</li> </ul> <p><u>Story Telling</u></p> <ul style="list-style-type: none"> <li>Read the audience to know when to add detail and when to leave it out</li> </ul> <p><u>Conversations and debates</u></p> <ul style="list-style-type: none"> <li>Respectfully challenge opinions or points, offering an alternative</li> <li>Seek clarification by actively seeking to understand others' points of view</li> </ul>	<p><u>Reading words accurately</u></p> <ul style="list-style-type: none"> <li>Read further exception words, noting the spellings</li> <li>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology)</li> </ul> <p><u>Understanding texts</u></p> <ul style="list-style-type: none"> <li>Draw inferences from reading</li> <li>Predict from details stated and implied</li> <li>Discuss words and phrases that capture the imagination</li> <li>Identify recurring themes and elements of different stories (e.g. good triumphing over evil)?</li> <li>Explain and discuss understanding of reading, maintaining focus on the topic</li> <li>Predict what might happen from details stated and implied</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>	<p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Plan, write, edit and improve</li> <li>Use alliteration effectively</li> <li>Use similes effectively</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting</li> <li>Sequence paragraphs</li> <li>Write sentences that include: conjunctions, adverbs, direct speech (punctuated correctly), clauses and adverbial phrases</li> </ul> <p><u>Transcription</u></p> <ul style="list-style-type: none"> <li>Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately</li> <li>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Develop understanding of writing concepts by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul> <p><u>Analysis</u></p> <ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading: pronoun, possessive pronoun, adverbial</li> <li>Read aloud writing to a group or whole class, using appropriate intonation</li> </ul>