IDENTIFY AND EXPLAIN FUNDAMENTAL READING SKILLS

### YEAR 1 TERMINOLOGY:
- **Compounding:** Joining two words to make one word.
- **Explanation:** Explaining something or putting it into words.
- **Command:** An instruction or an order.
- **Speech:** The act of using words to communicate.
- **Comma:** A punctuation mark used to separate items in a list.
- **Apostrophe:** A punctuation mark used to indicate possession.
- **Noun Phrase:** A group of words that acts as a noun.
- **Simile:** A figure of speech in which two dissimilar things are compared using the words "like" or "as.
- **Alliteration:** The use of the same sound at the beginning of several words in a group.
- **Contrast:** A comparison of two things that are different.
- **Noun:** A word that refers to a person, place, thing, or idea.
- **Punctuation:** The marks used to divide sentences and add meaning.
- **Exclamation:** A strong expression of feeling.
- **Dialogue:** Speech used in a conversation.
- **Singular Possession:** A word that shows ownership.
- **Contraction:** A shortened form of a word or phrase.
- **Clause:** A part of a sentence that contains a subject and a predicate.
- **Complex Sentence:** A sentence that contains at least two independent clauses.
- **Preposition:** A word that shows the relationship between a noun or pronoun and another word in a sentence.
- **Phrase:** A group of words that functions as a single unit in a sentence.
- **Present Participle:** A verb form used to describe actions or events.
- **Infinitive:** A verb form that begins with "to" and is used to show purpose.
- **Verb Tense:** The form of a verb that indicates time.
- **Tense:** The time of an action or event.
- **Story:** A narrative or a description of events.
- **Setting:** A place or environment in a story.
- **Characters:** The people in a story, including the narrator.
- **Plot:** The arrangement of events in the order in which they happen.
- **Theme:** The underlying message or meaning of a story.
- **Point of View:** The perspective from which a story is told.
- **Conflict:** A struggle or tension in a story.
- **Conflict:** A difference or struggle between characters.
- **Resolution:** The end of a story or problem.
- **Summary:** A brief statement of the main points of a story or event.
- **Characterisation:** The process of developing characters.
- **Descriptive Writing:** Writing that uses sensory details to create a picture in the reader's mind.
- **Persuasive Writing:** Writing that tries to convince the reader of something.
- **Expository Writing:** Writing that explains or describes something.
- **Narrative Writing:** Writing that tells a story.
- **Creative Writing:** Writing that allows the writer to be imaginative.
- **Prose:** A form of writing that is not poetry.
- **Verse:** A form of writing that is poetry.
- **Poetry:** A form of writing that uses rhythm and rhyme.
- **Rhyme:** The repetition of sounds at the end of words.
- **Alliteration:** The repetition of the same sound at the beginning of words.
- **Assonance:** The repetition of vowel sounds in words.
- **Rhetorical Question:** A question that doesn't require an answer.
- **Rhetorical Quotation:** A quotation that is used for emphasis.
- **Antithesis:** A comparison of two opposite ideas.
- **Parallel Structure:** The use of similar structures in writing.
- **Flip-Flops:** A rhetorical device that switches the positions of two ideas.
- **Personification:** The attribution of human traits to non-human things.
- **Imagery:** The use of words to create mental images.
- **Pathos:** The use of emotions to persuade.
- **Logos:** The use of logic to persuade.
- **Ethos:** The use of character to persuade.
- **Argument:** A series of statements or points used to support a claim.
- **Counterargument:** A statement that opposes or challenges an argument.
- **Conclusion:** A summary or restatement of the main points.

### YEAR 2 TERMINOLOGY:
- **Conjunction:** A word that connects words, phrases, or clauses.
- **Exclamation Point:** A punctuation mark used to emphasize a statement.
- **Command:** An instruction or an order.
- **Speech:** The act of using words to communicate.
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- **Setting:** A place or environment in a story.
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- **Theme:** The underlying message or meaning of a story.
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- **Phrase:** A group of words that functions as a single unit in a sentence.
- **Present Participle:** A verb form used to describe actions or events.
- **Infinitive:** A verb form that begins with "to" and is used to show purpose.
- **Verb Tense:** The form of a verb that indicates time.
- **Tense:** The time of an action or event.
- **Story:** A narrative or a description of events.
- **Setting:** A place or environment in a story.
- **Characters:** The people in a story, including the narrator.
- **Plot:** The arrangement of events in the order in which they happen.
- **Theme:** The underlying message or meaning of a story.
- **Point of View:** The perspective from which a story is told.
- **Conflict:** A struggle or tension in a story.
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Mystery Cat by E. B. White
Learn by heart and recite a group – THE TRIBE by
William Blake
Plan, prepare and deliver a presentation to the whole class for at least two minutes.

We refer to this choice when analysing a story either read or written.

Subordinate clause, events occur

Know and use at least one advanced cohesive connective and restrictive phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE

YEAR 4 TERMINOLOGY: past participle, complex sentence, subordinating conjunctions, possessive pronouns, determiners, flashback, hyperbole, contrast

YEAR 5 Read with appropriate fluency – WRITING texts.

Apply a learned code when attempting to spell words. Copy clearly and accurately 17 wpm.

Identify sentences which open with an adverb followed by a present participle.

We write sentences which open with an adverb followed by a present participle.

Identify sentences which open with the past participle.

We write sentences which open with the past participle.

Identify sentences which open with a subordinate clause.

We write sentences which open with a subordinate clause.

Identify a relative clause using who, whom, whose, where, that.

We write relative clauses using who, whom, whose, that.

We write complex sentences that open with an adverbial indicating when WHERE, WHEN, HOW and WHY events occurred.

Read with appropriate fluency – READING texts.

Spell correctly all NRW and spelling lists from NC when writing.

Copy clearly and accurately 20 wpm.

We write complex sentences that are extended using conjunctions to include more than two main clauses – As the sun set over the distant hills I checked my watch and made my way to the lake.

Year 6 pupils are expected to be able to utilise all of the Year group expectations in their writing but

Have confidence in writing and articulating simple, compound and complex sentences.

Identify a colon that introduces a list or any idea.

We use a colon to introduce a list or any idea.

We use a comma after writing a present participle opener.

Use commas to separate a subordinate clause.

Identify and explain commas to separate a subordinate clause.

Read two completed work out loud in presentation voice to each class.

Learn and recite all 4 verses – ‘THE HIGHWAYMAN’ by Alfred Noyes to KS2.

Learn and recite to a day Stage 1 – ‘SONG OF INNOCENCE’ by William Blake.

Learn and recite to a day Stage 1 – ‘DOUBLE FROM Macbeth by William Shakespeare.

Learn and recite to a day Stage 1 – ‘MINI-PROBLEMS’ by Michael Rosen.

Identify and explain: an introduction of at least two sentences that contains a hook for the reader.

Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. Each paragraph opening with an introduction and closing with a concluding sentence.

All paragraphs linked by a related connecting phrase. A conclusion that summarises, challenges action, emphasises writer’s authority and links to the introduction.

To see authoritative devices when writing non-fiction.

Know and write the main features of a letter, an email, a report and a presentation.

Identify and utilise 7 synonyms and antonyms or descriptive phrases for: large, small, hot, cold, wet, dry, healthy, unhealthy.

To identify and use 10 synonyms and antonyms or descriptive phrases for: fast, slow, old, young, quick, quiet.

To identify and use at least 10 synonyms and antonyms for said and mean.

To identify and use 5 synonyms and antonyms or descriptive phrases for: saving, cloudy, rainy, snowy, happy.

To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur.

Know and use at least two advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE
| Identify a semi-colon and explain its function. | Use a semi-colon and explain its function. | Identify where a semi-colon, colon and dash are used to mark independent clauses. | Mark the boundary between independent clauses using semi-colon, colon and dashes. | Theme Narrative conflict Anthropomorphism Plot Type Authorial viewpoint Tone | Use quotes in non-fiction to add authority. | Use flashback, foreshadowing, timelapse, symbolism, suspense and irony. | Write with an authoritative tone for non-fiction. | To use contrasting settings and characters in fiction writing. | Tricolon Diacope Periodic sentence Anadiplosis | To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur. | Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE. | YEAR 6 TERMINOLOGY: formal, informal, question tag, passive, active, bullet point, hyphen, colon, semi-colon, flashback, foreshadowing, timelapse, symbolism, suspense, irony, mood, tone, theme, antonym, ellipsis. |