

Year 1

Reading: Word	Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation ☐	Writing: Composition
<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words noting correspondences between spelling and sound and where these occur in a word. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. Read other words of more than one syllable that contain taught CPCs. Read words where an apostrophe represents an omitted letter. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require other strategies to work out words. Re-read books to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading by:</p> <ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond their independent reading ability. -Being encouraged to link what they read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes, poems and to recite some by heart. -Discussing word meanings. <p>Understand both the books they can read and those they listen to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Discussing the significance of the title and events. -Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>select and use appropriate registers for effective communication</p> <p>Reading objective: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.</p> <p>listen and respond appropriately to adults and their peers</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>(Reading criterion: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say)</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ☐ 	<p><u>See Appendix 1: Spelling</u></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>See also, the substantial Spelling Appendix document</p>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Learn to use the present and past tenses correctly and consistently including the progressive form</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ sit correctly at a table, holding a pencil comfortably and correctly ☐ begin to form lower-case letters in the correct direction, starting and finishing in the right place ☐ form capital letters ☐ form digits 0-9 ☐ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. ☐ 	<p>Word</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Sentence</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Text</p> <p>Sequencing sentences to form short narratives</p>	<p>Punctuation</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Revised Curriculum Terminology:</p> <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>☐</p>

Year 2

Reading: Word	Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation	Writing: Composition
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read words containing common suffixes</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p>	<p>discussing the sequence of events in books and how items of information are related</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>a wide range of contemporary and classic poetry, stories and non-fiction</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>select and use appropriate registers for effective communication</p> <p>Reading objective: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.</p> <p>listen and respond appropriately to adults and their peers</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>(Reading criterion: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say)</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learn to use the present and past tenses correctly and consistently including the progressive form</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive</p>	<p><u>See Appendix 1: Spelling</u></p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Learn to use the present and past tenses correctly and consistently including the progressive form</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
<p>Handwriting:</p> <ul style="list-style-type: none"> - write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - use spacing between words that reflects the size of the letters. 	<p>Word</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Sentence</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Text</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Revised Curriculum Terminology:</p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 3

Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation ☐	Writing: Composition	Handwriting
<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>identifying themes and conventions in a wide range of books</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry ☐</p>	<p>speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ☐</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using conjunctions, adverbs and prepositions to express time and cause</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using and punctuating direct speech</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using the details from the grammar Appendix 2</p>	<p><u>See Appendix 1: Spelling</u></p> <p>use further prefixes and suffixes and understand how to add them</p> <p>spell further homophones</p> <p>spell words that are often misspelt</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 4 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>organising paragraphs around a theme</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>☐ form lower-case letters of the correct size relative to one another</p> <p>☐ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>☐ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>☐ use spacing between words that reflects the size of the letters.</p> <p>Reading Outcomes:</p> <p>Weekly comprehension skills (taught): decoding, retrieval, inference Guided Reading daily Reading age to match chronological age by end of Y3 Weekly library session Reading books home each night, signed by an adult at least 3 times per week</p> <p>Writing Outcomes</p> <p>Fortnightly independent Big Write. Evidence of planning for writing shown in books</p>
<p>Word reading skills & strategies</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet ☐</p>	<p>Word</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Sentence</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Text</p> <p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Revised Curriculum Terminology:</p> <p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') ☐</p>

Year 4

Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation □	Writing: Composition	Handwriting
<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning discussing words and phrases that capture the reader's interest and imagination</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes</p> <p>asking questions to improve their understanding of a text identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using fronted adverbials</p> <p>using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Also see the grammar document: Appendix 2</p>	<p><u>See Appendix 1: Spelling</u></p> <p>spell further homophones</p> <p>spell words that are often misspelt</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 4 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas <p>in narratives, creating settings, characters and plot</p> <p>Organise paragraphs around a theme in non-narrative material, using simple organisational devices</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors</p>	<p>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>- increase the legibility, consistency and quality of their handwriting.</p> <p>Reading Outcomes:</p> <p>Weekly comprehension skills Retrieval Inference and deduction</p> <p>Range of text types covered in Guided Reading</p> <p>Writing Outcomes/ Assessment</p> <p>Fortnightly independent Big Write.</p> <p>Show evidence of planning for writing in books</p>
<p>Word reading skills & strategies</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Word</p> <p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of I was, or I did instead of I done]</p>	<p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Text</p> <p>Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech eg: [The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>	<p>Terminology:</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p>

Year 5

Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation ☐	Writing: Composition	Handwriting
<p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-reading books that are structured in different ways and reading for a range of purposes identifying how language, structure and presentation contribute to meaning</p> <p>-identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views</p> <p>courteously recommending books that they have read to their peers, giving reasons for their choices</p> <p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>-learning a wider range of poetry by heart</p> <p>-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>-distinguish between statements of fact and opinion</p> <p>-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>gain, maintain and monitor the interest of the listener(s)</p> <p>articulate and justify answers, arguments and opinions</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>select and use appropriate registers for effective communication</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or colons to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>Also see the grammar document: Appendix 2</p>	<p><u>See Appendix 1: Spelling</u></p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors</p> <p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>precising longer passages</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>☐ write legibly, fluently and with increasing speed by:</p> <p>☐ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>☐ choosing the writing implement that is best suited for a task.</p> <p>Reading Outcomes:</p> <p>Weekly comprehension skills</p> <p>Retrieval</p> <p>Inference and deduction</p> <p>Range of texts</p> <p>Structure</p> <p>Writer's choice of language</p> <p>Wider Opportunities:</p> <p>Playscript, poetry, explanation</p> <p>Outcomes/ Assessment</p> <p>Big Write/ Extended write at least fortnightly</p> <p>Weekly all year</p> <p>Show all planning in books.</p>
<p>Word reading skills & strategies</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Word</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Sentence</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Text</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Punctuation</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Terminology:</p> <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Year 6

Reading: Comprehension	Speaking & Listening	Writing – transcription	Writing – vocabulary, grammar and punctuation □	Writing: Composition	Handwriting
<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>identifying how language, structure and presentation contribute to meanin</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>listen and respond appropriately to adults and their peers</p> <p>select and use appropriate registers for effective communication</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p> <p>Also see the grammar document: Appendix 2</p>	<p><u>See Appendix 1: Spelling</u></p> <p>proofread for spelling and punctuation errors</p> <p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>selecting appropriate grammar and vocabulary, understanding choices can change and enhance meaning</p> <p>using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>□ write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters □ choosing the writing implement that is best suited for a task.</p> <p>Wider Opportunities for writing:</p> <p>Full range of text types. Writing Outcomes</p> <p>Extended write at least fortnightly throughout year, with planning shown in books.</p> <p>Reading Outcomes:</p>
<p>Word reading skills & strategies</p> <p>use further prefixes and suffixes and understand the guidance for adding them use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Word</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Sentence</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>Text</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Punctuation</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>Terminology:</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>