

Year 1	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Recognise and join in with predictable phrases</p>	<p>Become very familiar with key stories, fairy stories and traditional tales</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss the significance of the title and events</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</p>
Spring	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Can seek out books around a simple theme or topic</p>	<p>Recall the main points of a narrative in the correct sequence</p>		<p>Explain clearly their understanding of what is read to them</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p>	<p>Retell key stories, fairy stories and traditional tales</p> <p>Understand the difference between fiction and non-fiction</p>
Summer	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Discuss word meanings, linking new meanings to those already known</p>		<p>Find key points in a story or some key facts from an information text</p>	<p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>		<p>Read aloud their own writing clearly enough to be heard by their peers and the teacher</p>	<p>Consider the particular characteristics of key stories, fairy stories and traditional tales</p>

Year 1		WRITING				
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure
Autumn	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p>		<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun ‘I’</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p>
	<p>Spell the days of the week</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>		<p>Re-read what they have written to check that it makes sense</p>		<p>Write a simple sentence with straight forward subject/ verb agreement</p>	<p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using ‘and’</p> <p>Use a capital letter for days of the week</p>
	<p>Can use the prefix un–</p> <p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher</p>		<p>Write reliably formed simple and compound sentences</p>	<p>Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Write reliably formed simple and compound sentences</p>	<p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>

Year 2		READING						
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Autumn	<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 graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p>	<p>Answer questions</p> <p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text</p>	<p>Participate in discussions 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>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>
	<p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p>	<p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p>	<p>Discuss the sequence of events in books and how items of information are related</p>	<p>Understand how to use alphabetically ordered texts to retrieve information</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>Make simple inferences about characters' thoughts and feelings and reasons for actions</p>	<p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Read non-fiction books that are structured in different ways</p>
	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>		<p>Identify or provide own synonyms for specific words within the text</p>					<p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>

Year 2		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including -ly</p>	<p>Form lower-case letters of the correct size relative to one another</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>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending phrases</p> <p>Appropriately sequences ideas</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly</p>	
	Spring	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p>	<p>Use 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>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p>Write commands using the imperative form of a verb</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes -er, -est, in adjectives</p>
	Summer	<p>Add suffixes to spell longer words – ment, -ness</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>Use a range of prepositions (behind, before, above, along)</p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>

Year 3		READING						
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently	Show understanding of the main points drawn from one paragraph	Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination	Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text	Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader	Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from more than one paragraph	Begin to recognise fact and opinion	Begin to use vocabulary from the text to support responses and explanations	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them	Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
	Summer			Retrieve and record information from non-fiction Extract information and make notes	Use specific vocabulary and ideas expressed in the text to support own views		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	

Year 3	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</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>Writing is clear in purpose</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>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p>	<p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p>
Spring	<p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p>		<p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p>	<p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
Summer	<p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>	<p>Uses varied nouns and pronouns for cohesion</p>		<p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p>

Year 4		READING						
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Autumn	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Retrieve and record information from non-fiction</p> <p>Recognise and distinguish between fact and opinion</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw inferences, supported through reference to the text</p>	<p>Identify how language, structure, and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p>	<p>Identify themes and conventions in a wide range of books e.g. make relevant links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p>
	Spring	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>			<p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</p>	<p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p>	<p>Identify features that characterise books set in different cultures or historical settings</p> <p>Recognise some different forms of poetry e.g. free verse, narrative poetry</p>
	Summer					<p>Use specific vocabulary, and ideas expressed in the text, to support own responses</p>	<p>Infer underlying themes and ideas</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

Year 4	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</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>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
Spring	<p>Plural nouns of words ending in 'o'.</p>	<p>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	<p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>		<p>Use standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>
Summer	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>

Year 5	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Ask questions to improve their understanding of a text	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text	Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen	Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
Spring		Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Extract information and make notes using quotations and reference to the text	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 Identify and explain the author's point of view with reference to the text	Make links between the authors' use of language and the inferences drawn	Discuss and evaluate the intended impact of the language used with reference to the text	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Summer					Make comparisons within and across books		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

Year 5		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn		<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</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</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p>	<p>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Use fronted prepositional phrases for greater effect</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>
	Spring	<p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</p>	<p>Write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task</p>	<p>In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p>	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p>	<p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list</p>
	Summer	<p>Continue to distinguish between homophones and other words which are often confused</p>		<p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action and description; between dialogue, fact and comment</p>	<p>Use a wide range of devices to build cohesion within paragraphs</p>		<p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

Year 6		READING							
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 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	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well-organised notes of the main ideas using quotation and reference to the text using own words	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 Make comparisons within and across books Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books
	Spring			Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources		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	Refer to the text to support predictions and opinions	Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
	Summer						Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this

Year 6		WRITING					
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Autumn	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</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</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If <u>I were</u> or <u>Were they</u> to come</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p>	
	Spring	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters</p>		<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Select verb forms for meaning and effect e.g. deliberate change of tense</p>			<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p>
	Summer	<p>Continue to distinguish between homophones and other words which are often confused</p>		<p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p>