

St Ambrose: English: RWInc, Literacy and Language supported by quality texts. Skills led curriculum

Purpose of Study:
 English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims:
 The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ☒ read easily, fluently and with good understanding
- ☒ develop the habit of reading widely and often, for both pleasure and information
- ☒ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☒ appreciate our rich and varied literary heritage
- ☒ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ☒ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ☒ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English

	Reading	Writing
Nursery	Begin to listen to stories with increasing attention and recall Join in with familiar repeated refrains. Anticipate key events and phrases in stories. Suggest how a story might end. Describe main story events and characters. Recognise familiar words and signs e.g. name /logos Knows that print carries meaning. Hears and says some initial sounds in words.	Give meaning to marks as they draw and paint. Ascribe meaning to marks that they see in different places. Begin to break the flow of speech into words. Begin to write own name. Attempt to write for a variety of purposes.
Reception	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate an understanding when talking with others about what they have read.	Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

English Yr 1 Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punc	Spoken Language
<ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes for all 40add phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the 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 GPCs - read words with contractions, and understand that the apostrophe represents the omitted letter(s) - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear 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 and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense, 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 - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them 	Pupils should be taught to:spell: words containing each of the 40add 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	Pupils should be taught to: 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 correctly form digits 0-9 correctly understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these	Pupils should be taught to write simple sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher	Word 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 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sentence How words can combine to make sentences Joining words and joining clauses using and Text Sequencing sentences to form short narratives Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Terminology for pupils letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates

English Year 2 Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punc	Spoken Language
<ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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 - discussing the sequence of events in books & how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions, predicting 	<p>Pupils should be taught to: spell by: 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>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English appendix 1</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>Pupils should be taught to: 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>develop positive attitudes towards and stamina for writing by: 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>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Word</p> <ul style="list-style-type: none"> - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, Superman] - Formation of adjectives using suffixes such as –ful, –less - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Sentence</p> <ul style="list-style-type: none"> - Subordination and co-ordination - Expanded noun phrases for description and specification - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Text</p> <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress <p>Punctuation</p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Pupils should be taught to: 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>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>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>select and use appropriate registers for effective communication</p>
English Year 3: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punc	Spoken Language
<ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. - adding suffixes beginning with vowel letters to words of more than one syllable - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading Comprehension Contd</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction 	<ul style="list-style-type: none"> - develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - 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 - using dict to check the meaning of words - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - identifying themes and conventions in a wide range - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising different forms of poetry - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied 	<p>Pupils should be taught to</p> <p>Please see the statutory list of words for years 3 and 4.</p> <p>Prefixes un-, dis-, mis-, in-, il-, ir, im.</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Suffix –ly.</p> <p>Words with the /k/ spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the //j/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline.</p>	<p>Pupils should be taught to: 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Joined handwriting expected in all work in Year 4.</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>draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices - evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Word</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning <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</p> <p>Headings and sub-headings to aid presentation</p> <p>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>Terminology for pupils preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - 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

Year 4: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punc	Spoken Language
<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet.</p> <p>adding suffixes beginning with vowel letters to words of more than one syllable eg forgotten beginner, gardener.</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Reading Comprehension Contd</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>- develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> - 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 - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied 	<p>Pupils should be taught to</p> <p>Please see the statutory list of words for years 3 and 4.</p> <p>The suffix –ation</p> <p>Prefixes sub-, inter-, anti-, super-, auto-.</p> <p>The ending sounding like /ʒə/ is always spelt –sure. measure, treasure, pleasure, enclosure</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. creature, furniture, picture, nature, adventure</p> <p>Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion. ÷, invasion, confusion, decision, collision, television</p> <p>The suffix –ous. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>	<p>Pupils should be taught to:</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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Joined handwriting expected in all work in Year 3.</p>	<p>Pupils should be taught to:</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 <p>discussing and recording ideas</p> <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</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 <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Word</p> <p>The grammatical difference between plural and possessive –s</p> <ul style="list-style-type: none"> - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <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)</p> <ul style="list-style-type: none"> - Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Text</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>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 [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p>Terminology for pupils</p> <p>Determiner ,pronoun, possessive, pronoun, adverbial</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - 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>Year 5 Reading: Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 - Words containing the letter-string: Ough - Words with the /i:/ sound spelt ei after c - Endings which sound like /ʃəs/ spelt –cious or –tious - Endings which sound like /ʃəl/ –tial, -cial. - Words with 'silent' letters (i.e.letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused <p>Reading Comprehension Contd</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</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>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p>	<p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly 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 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range - comparisons within and across books - 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 - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated and imp 	<p>Please see the year 5 & 6 list of spellings</p> <p>Words containing the letter-string ough</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Endings which sound like /ʃəs/ spelt –cious or –tious</p> <p>Endings which sound like /ʃəl/ -tial, -cial.</p> <p>Words with 'silent' letters (i.e.letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <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>Writing Composition Contd</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - 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 - 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 agree ,distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Word</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb</p> <p>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 or modal verbs</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, place and number or tense choices</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 for pupils</p> <ul style="list-style-type: none"> - modal verb, relative pronoun relative clause , parenthesis, bracket, dash, cohesion, ambiguity - 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>listen and respond appropriately to all</p> <ul style="list-style-type: none"> - ask relevant questions to extend understanding and knowledge - use relevant strategies to build vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications

Year 6: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punc	Spoken Language
<p>Pupils should be taught to: 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</p> <p>Use of the hyphen</p> <p>adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Homophones and other words that are often confused</p> <p>Reading Comprehension Contd</p> <ul style="list-style-type: none"> - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - predicting what might happen from details stated and implied 	<p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly 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 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - comparisons within and across books - 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 - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Please see the year 5 & 6 list of spellings</p> <p>Use of the hyphen</p> <p>adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Homophones and other words that are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>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>Pupils should be taught to: 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>Writing Comprehension Contd</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Pupils should be taught to: 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> <ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - 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 - 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 app register 	<p>Word</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <ul style="list-style-type: none"> - How words are related by meaning as synonyms and antonyms <p>Sentence</p> <ul style="list-style-type: none"> - Use of the passive to affect the presentation of info in a sentence - difference between structures typical of informal speech and structures appropriate for formal speech and writing [eg, 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>Text</p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis - Layout devices <p>Punctuation</p> <ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity <p>Terminology for pupils</p> <p>subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views politely - exp and discuss their und of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications