



Spoken Language	Word Reading	Comprehension	Writing-Transcription	Handwriting	Writing - Composition	Writing, Grammar & Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ 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</li> </ul> </li> </ul>	<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand the guidance for adding them</li> <li>▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>▪ continue to distinguish between homophones and other words which are often</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by:               <ul style="list-style-type: none"> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:               <ul style="list-style-type: none"> <li>▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>▪ using passive verbs to affect the presentation of information in a sentence</li> <li>▪ using the perfect form of verbs to mark relationships of time and cause</li> <li>▪ using expanded noun phrases to convey complicated</li> </ul> </li> </ul>

<p>and opinions</p> <ul style="list-style-type: none"> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to</li> </ul>	<p>g of new words that they meet.</p>	<p>and traditions</p> <ul style="list-style-type: none"> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> <li>▪ learning a wider range of poetry by heart</li> <li>▪ 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</li> <li>▪ understand what they read by: <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their</li> </ul> </li> </ul>	<p>confused</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use dictionaries to check the spelling and meaning of words</li> <li>▪ use the first three or four letters of a word to check spelling, meaning or both of these</li> </ul>		<p>seen performed</p> <ul style="list-style-type: none"> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précisising longer passages</li> <li>▪ using a wide range of devices to build cohesion within and across paragraphs</li> <li>▪ using further organisational and presentational</li> </ul> </li> </ul>	<p>information concisely</p> <ul style="list-style-type: none"> <li>▪ using modal verbs or adverbs to indicate degrees of possibility</li> <li>▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>▪ learning the grammar for years 5 and 6 in English Appendix 2</li> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>▪ using commas to clarify meaning or avoid ambiguity in writing</li> <li>▪ using hyphens to avoid ambiguity</li> <li>▪ using brackets, dashes or commas to indicate parenthesis</li> <li>▪ using semi-colons,</li> </ul> </li> </ul>
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<p>comments</p> <ul style="list-style-type: none"> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations,</li> </ul>		<p>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language,</li> </ul>	<p>in a dictionary</p> <ul style="list-style-type: none"> <li>▪ use a thesaurus.</li> </ul>		<p>devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</li> </ul> </li> </ul>	<p>colons or dashes to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> <li>▪ using a colon to introduce a list</li> <li>▪ punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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<p>performances, role play, improvisations and debates</p> <ul style="list-style-type: none"> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective</li> </ul>		<p>including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ provide reasoned justifications for their views.</li> </ul>			<p>language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> <li>▪ proof-read for spelling and punctuation errors,</li> <li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
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