



- Choose the areas of grammar that link with the piece of writing that you are covering.
- Highlight grammar areas, as and when covered, you will probably cover them more than once.

Reading

Comprehension and Understanding

Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event. Maintains positive attitudes to reading and understanding of what they read by:

- range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading for a range of purposes
- 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:
- conventions in and across a wide range of writing
- heart
- 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
 - thoughts and motives from their actions, and justifying inferences with evidence implied
 - identifying how language, structure and presentation contribute to meaning
 - figurative language, considering the impact on the reader
 - retrieve, record and present information from non-fiction
 - 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
 - understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

Grammatical Features

Recognise:
clauses within sentences

Research

Uses more than one source when carrying out research.

Creates set of notes to summarise what has been read.

Intonation and Expression

Varies voice for direct or indirect speech.

Prediction, inference & deduction

Draw inferences and justify with evidence from the text.

Word Reading

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.

Genres to cover in Yr 5

Myths/legends Story from other cultures and traditions Play script into a story Novels/stories by significant authors Traditional Stories Fables Diaries
Myths & Legends Narrative/classic poems Choral performance/performance poetry Comparative poems Cinquain Sonnets - Link to Shakespeare
Narrative Poems Book journal/ reading review Variety of formal & informal letters Non chronological report- based on an event Autobiography/ Biography Persuasive argument Journalistic writing Instructions Recounts Persuasion – to put or argue point of view; letters, commentaries, leaflets, Debates/speech writing / points of view

Writing

Sentence & Text Structure

Add phrases to make sentences more precise & detailed.
Use range of sentence openers – judging the impact or effect needed.
Begin to adapt sentence structure to text type.
Use pronouns to avoid repetition.

Paragraphing

Consistently organize into paragraphs.
Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

Handwriting - Following the Nelson Handwriting Scheme

Writing in pen. Legible and fluent style., fluently and with increasing speed by:
 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 choosing the writing implement that is best suited for a task.

Writing Transcription – Spelling

Spelling (see [English Appendix 1](#))
Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- use morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English Appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

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
- 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
 - narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - longer passages
 - presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
 - assessing the effectiveness of their own and others' writing and clarify meaning
 - agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proofread for spelling and punctuation errors

Evaluate and edit by:

- noting
- precising
- using a wide range of punctuation
- ensuring the consistent and correct use of tense
- using appropriate intonation, volume, and movement so that meaning is clear.



- Choose the areas of grammar that link with the piece of writing that you are covering.
- Highlight grammar areas, as and when covered, you will probably cover them more than once..

Reading

Comprehension and Understanding

Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion.

Maintain positive attitudes to reading and understanding of what they read by:

- of fiction, poetry, plays, non-fiction and reference books or textbooks
- range of purposes
- 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:

- conventions in and across a wide range of writing
- heart
- meaning is clear to an audience
- Understand what they read by:
- words in context
- and motives from their actions, and justifying inferences with evidence
- summarising the main ideas drawn from more than one 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
- retrieve, record and present information from non-fiction
- read for themselves, building on their own and others' ideas and challenging views courteously
- what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Grammatical Features

Recognise:
complex sentences

Intonation and Expression

Appreciates how a set of sentences has been arranged to create maximum effect.

Prediction, inference & deduction

Draw inferences and justify with evidence from the text..

Research

Skims and scans to aid note-taking.

Word Reading

Word Reading - 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.

Writing

Sentence & text structure

Use subordinate clauses to write complex sentences.

Use passive voice where appropriate.

Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).

Evidence of sentence structure and layout matched to requirements of text type.

Paragraphing

Wide range of devices to build cohesion within and across paragraphs.

Use paragraphs to signal change in time, scene, action, mood or person.

Handwriting

Following the Nelson Handwriting Scheme

Legible, joined handwriting of consistent quality. Legible, fluent and personal style. Writing in Pen

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 (e.g. initial capital and second letter).

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing Transcription – Spelling

use further prefixes and suffixes and understand how to add them (English Appendix 1)

Spell further homophones

Spell words that are often misspelt (English Appendix 1)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

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 noting and de

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 dialogic to convey characters and advance the

action using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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 the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof of spelling and punctuation errors



Genres to cover in Yr 6

Traditional Tales	Fairy Stories	Comparison of works by significant authors	Descriptive Writing	Adaptation of Classics	Classic Fiction
Longer Established Novels	Story to Play Script	Poetry by Established Poets	Limericks	Kennings	Assonance: repetition of vowel sounds
Autobiography/Biography	Journalistic Writing	Diary	Review	Persuasive writing	Non Chronological Report
Balanced Argument	Formal/Informal Letters	Debates/Speech Writing / Points of View	Explanations	Reference Texts	

Grammar

<p>Word classes, prepositions, re-expressing sentences</p> <p>Revise- active and passive- transform sentences from active to passive</p> <p>Investigate connecting words and phrases, collect example and classify e.g. position(besides, nearby, by)</p> <p>To form complex sentences through, use of different connect devises- explore how meaning is affected by the sequence and structure of clauses</p> <p>Secure the use of the term 'active' and 'passive'</p> <p>Features of formal official language (collect and analyse examples, know when and where they are used)</p> <p>Revise work on contracting sentences: summary, note making, editing</p> <p>Use reading to investigate conditionals (if, then, might, could, would and their)</p> <p>Construct sentences which express possibilities, hypothesis</p> <p>Analyse how individual paragraphs are structured in writing e.g. comments sequenced to follow the shifting thoughts of a character, justify a point and reiterate to give it force.</p> <p>Dictionary use- using first 3 letters to find words.</p> <p>Note taking</p> <p>Identifying fact and opinion</p> <p>Linking beginning and end of paragraphs.</p>	<p>Conduct detailed language investigations through interviews, research and reading. wider range of connectives used to clarify relationship between ideas, e.g. although, on the other hand, meanwhile</p> <p>Secure use of pronouns, connectives, references back to text</p> <p>Language conventions and grammatical features of the different types of text such as:</p> <table border="0" style="width: 100%;"> <tr> <td>Stories</td> <td>Recounts</td> </tr> <tr> <td>Accounts of observations</td> <td>Instructions</td> </tr> <tr> <td>Directions</td> <td>Reports</td> </tr> </table> <p>Explanatory texts</p> <p>Persuasive texts</p> <p>Balanced arguments</p> <p>Adding words to indicate shades of meaning</p> <p>Cohesion within a paragraph using time connectives. Link paragraphs using time, place and number adverbials.</p> <p>Expand noun phrases</p> <p>Show constituency when using similes, metaphor and personification</p> <p>Accurate use of bullet points</p> <p>Modal verbs</p>	Stories	Recounts	Accounts of observations	Instructions	Directions	Reports	<p>Acknowledge the difference in vocabulary used for informal and formal speech and writing (e.g. said versus reported)</p> <p>Use noun phrases to convey information concisely.</p> <p>Secure use of the semi-colon, colon and dash.</p> <p>Use of hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark</p>
Stories	Recounts							
Accounts of observations	Instructions							
Directions	Reports							
		<p>Understand the following vocab: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, complex sentences, contracting sentences, semi-colon, colon dash and hyphens.</p>						

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
 - using commas to clarify meaning or avoid ambiguity in writing
 - using brackets, dashes or commas to indicate parenthesis
 - punctuating bullet points consistently
- Indicate grammatical and other features by:
- | | |
|---|--|
| <input type="checkbox"/> using hyphens to avoid ambiguity | <input type="checkbox"/> using a colon to introduce a list |
| <input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between independent clauses | |
| <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | |

Spellings & Word Lists– see appendix

Spoken Language

Pupils should be taught to:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others | <ul style="list-style-type: none"> <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> select and use appropriate registers for effective communication. |
|--|---|