

Year 1

Theme	Area	Skills / Knowledge / Understanding
Reading	Letters and sounds	<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 (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
	Word reading	<ul style="list-style-type: none"> -Read words of more than one syllable that contain taught GPCs. -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -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. -Re-read these books to build up their fluency and confidence in word reading.
	Enjoyment and engagement with texts	<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Be encouraged to link what they read or hear read to their own experiences. -Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
	Vocabulary, language and structure	<ul style="list-style-type: none"> -Recognise and join in with predictable phrases. -Discuss word meanings, linking new meanings to those already known.
	Poetry, plays & performance	<ul style="list-style-type: none"> -Learn to appreciate rhymes and poems, and to recite some by heart.
	Understanding and Comprehension	<ul style="list-style-type: none"> -Draw on what they already know or on background information and vocabulary provided by the teacher. -Check that the text makes sense to them as they read and correcting inaccurate reading.
	Inference, deduction and prediction	<ul style="list-style-type: none"> -Make inferences on the basis of what is being said and done. -Predict what might happen on the basis of what has been read so far. -Explain clearly their understanding of what is read to them.
	Discussion and viewpoints	<ul style="list-style-type: none"> -Participate in discussion about what is read to them, taking turns and listening to what others say. -Discuss the significance of the title and events.



Writing	Spelling (See the spelling appendix)	<ul style="list-style-type: none"> -Learn to spell words containing each of the 40+ phonemes already taught. -Learn to spell the common exception words. -Spell the days of the week. -Name the letters of the alphabet. -Name the letters of the alphabet in order. -Use letter names to distinguish between alternative spellings of the same sound. -Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. -Use the prefix un-. -Use -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 the spelling appendix. -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
	Handwriting	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower-case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form digits 0-9. -Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
	Vocabulary, grammar and punctuation (see grammar appendix)	<ul style="list-style-type: none"> -Using full stops and capital letters to demarcate sentences. -Separate words with spaces. -Use capital letters for names and the personal pronoun 'I'. -Use 'and' to join sentences. -Use a question mark at the end of a sentence to indicate a question. -Use an exclamation mark at the end of a sentence to indicate an exclamation.
	Writing composition	<ul style="list-style-type: none"> -Say out loud what they are going to write about. -Compose a sentence orally before writing it. -Sequence sentences to form short narratives. -Write simple openings and closings.
	Editing and reading aloud	<ul style="list-style-type: none"> -Re-read what they have written to check that it makes sense. -Discuss what they have written with the teacher or other pupils. -Read aloud their writing clearly enough to be heard by their peers and the teacher.



<p>Spoken Language</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.
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Year 2

Theme	Area	Skills / Knowledge / Understanding
Reading	Letters and sounds	-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. -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	Word reading	-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.
	Enjoyment and engagement with texts	-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading. -Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	Vocabulary, language and structure	-Discuss and clarify the meanings of words, linking new meanings to known vocabulary. -Discuss their favourite words and phrases. -Recognise simple recurring literary language in stories and poetry.
	Poetry, plays & performance	-Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Understanding and Comprehension	-Draw on what they already know or on background information and vocabulary provided by the teacher. -Check that the text makes sense to them as they read and correct inaccurate reading. -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves so far.
	Inference, deduction and prediction	-Make inferences on the basis of what is being said and done. -Predict what might happen on the basis of what has been read.
	Discussion and viewpoints	-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. -Discuss the sequence of events in books and how items of information are related answering and asking questions. -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.
	Non fiction	-Be introduced to non-fiction books that are structured in different ways.



Writing	Spelling (See the spelling appendix)	<ul style="list-style-type: none"> -Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. -Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. -Learn to spell common exception words. -Spell more words with contracted forms. -Learn the possessive apostrophe (singular) [for example, the girl's book]. -Distinguish between homophones and near-homophones. -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	Handwriting	<ul style="list-style-type: none"> -Form lower-case letters of the correct size relative to one another. -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -Use spacing between words that reflects the size of the letters.
	Vocabulary, grammar and punctuation (see grammar appendix)	<ul style="list-style-type: none"> -Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). -Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). -Understand sentences with different forms: statement, question, exclamation, command. -Use expanded noun phrases to describe and specify [for example, the blue butterfly]. -Use the present and past tenses correctly and consistently including the progressive form. -Use some features of written Standard English. -Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
	Writing composition	<ul style="list-style-type: none"> -Write narratives about personal experiences and those of others (real and fictional). -Write about real events. -Write poetry. -Write for different purposes. -Plan or saying out loud what they are going to write about. -Write down ideas and/or key words, including new vocabulary. -Encapsulate what they want to say, sentence by sentence.



	Editing and reading aloud	<ul style="list-style-type: none"> -Evaluate their writing with the teacher and other pupils. -Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. -Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. -Read aloud what they have written with appropriate intonation to make the meaning clear.
Spoken Language		<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.



Year 3

Theme	Area	Skills / Knowledge / Understanding
Reading	Word reading	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.
	Enjoyment and engagement with texts	<ul style="list-style-type: none"> -Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways for a range of purposes. -Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Vocabulary, language and structure	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read. -Discuss words and phrases that capture the reader's interest and imagination. -Identify how language, structure, and presentation contribute to meaning. -Identify themes and conventions in a wide range of books.
	Poetry, plays and performance	<ul style="list-style-type: none"> -Prepare poems and play scripts to read aloud and to perform. -Recognise some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action.
	Understanding and Comprehension	<ul style="list-style-type: none"> -Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. -Ask questions to improve their understanding of a text.
	Inference, deduction and prediction	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. -Predict what might happen from details stated and implied.
	Discussion and viewpoints	<ul style="list-style-type: none"> -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.
	Non fiction	<ul style="list-style-type: none"> -Identify main ideas drawn from more than one paragraph and summarise these. -Retrieve and record information from non-fiction.



Writing	Spelling (<i>See the spelling appendix</i>)	<ul style="list-style-type: none"> -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.
	Handwriting	<ul style="list-style-type: none"> -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. -Increase the legibility, consistency and quality of their handwriting (by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so ascenders and descenders of letters do not touch).
	Vocabulary, grammar and punctuation (<i>see grammar appendix</i>)	<ul style="list-style-type: none"> -Recognise simple sentences and begin to recognise compound and complex sentences. -Understand use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. -Use and recognise nouns, adjectives and adjectival phrases. -Introduce the idea of a verb. -Introduce the idea of tense in verbs. -Understand use of the present perfect form of verbs instead of the simple past. -Use powerful verbs. -Use dialogue in narrative or in drama.
	Writing composition	<ul style="list-style-type: none"> -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discuss and record ideas. -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -Organise paragraphs around a theme. -In narratives, create settings, characters and plot. -In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
	Editing and reading aloud	<ul style="list-style-type: none"> -Assess the effectiveness of their own and others' writing and suggest improvements. -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -Proof-read for spelling and punctuation errors. -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and



		<p>volume so that the meaning is clear.</p>
<p>Spoken Language</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.



Year 4

Theme	Area	Skills / Knowledge / Understanding
Reading	Word reading	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.
	Enjoyment and engagement with texts	<ul style="list-style-type: none"> -Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways for a range of purposes. -Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	Vocabulary, language and structure	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read. -Discuss words and phrases that capture the reader's interest and imagination. -Identify how language, structure, and presentation contribute to meaning. -Identify themes and conventions in a wide range of books.
	Poetry, plays & performance	<ul style="list-style-type: none"> -Prepare poems and play scripts to read aloud and to perform. -Recognise some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action.
	Understanding and Comprehension	<ul style="list-style-type: none"> -Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text.
	Inference, deduction and prediction	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. -Predict what might happen from details stated and implied.
	Discussion and	<ul style="list-style-type: none"> -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns



	viewpoints	and listening to what others say.
	Non fiction	-Identify main ideas drawn from more than one paragraph and summarise these. -Retrieve and record information from non-fiction.
Writing	Spelling (See the spelling appendix)	-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. -Learn words from the Year 3/4 word list.
	Handwriting	-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. -Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	Vocabulary, grammar and punctuation (see grammar appendix)	-Use conjunctions to express time or cause. -Extend the range of sentences with more than one clause: Co-ordination: using 'and', 'or' and 'but' (compound). Subordination: using a wider range of conjunctions to add subordinate clauses (complex). Person - understand that writing can be third or first person. Use adverbs and adverbials (prepositional phrases which act as adverbs). -Use commas after or before phrases and clauses. -Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion. -Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. -Use the possessive apostrophe. -Use fronted adverbials.
	Writing composition	-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discuss and record ideas. -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).



		<ul style="list-style-type: none"> -Organise paragraphs around a theme. -In narratives, create settings, characters and plot. -In non-narrative material, use simple organisational devices [for example, headings and sub-headings].
	Editing and reading aloud	<ul style="list-style-type: none"> -Assess the effectiveness of their own and others' writing and suggest improvements. -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -Proof-read for spelling and punctuation errors. -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.
Spoken Language		<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.



Year 5

Theme	Area	Skills / Knowledge / Understanding
Reading	Word reading	-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words.
	Enjoyment and engagement with texts	-Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways and for a range of purposes. -Identify and discuss themes and conventions across a wide range of writing. -Increase 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. -Recommend books that they have read to their peers, giving reasons for their choices. -Make comparisons within and across books.
	Vocabulary, language and structure	-Identify how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Poetry, plays and performance	-Learn a wider range of poetry by heart. -Prepare 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.
	Understanding and Comprehension	-Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding.
	Inference, deduction and prediction	-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predict what might happen from details stated and implied.
	Discussion and viewpoints	-Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. -Provide reasoned justifications for their views.



	Non fiction	<ul style="list-style-type: none"> -Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction.
Writing	Spelling (See the spelling appendix)	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them. -Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the spelling appendix. -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. -Proof read for spelling errors. -Learn words from Y5/6 word list.
	Handwriting	<ul style="list-style-type: none"> -Write legibly, fluently and with increasing speed. -Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Choose the writing implement that is best suited for a task.
	Vocabulary, grammar and punctuation (see grammar appendix)	<ul style="list-style-type: none"> -Use a wide range of conjunctions to create compound and complex sentences. -Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'. -Use commas to clarify meaning or avoid ambiguity. -Use brackets, dashes or commas to indicate parenthesis. -Use adverbials of time, place and number to link ideas across paragraphs. -Use modal verbs to indicate degrees of possibility. -Use dialogue, recognise differences between spoken and written speech (contractions).
	Writing composition	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own. -Note and develop initial ideas, drawing on reading and research where necessary in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. -In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.



		<ul style="list-style-type: none"> -Precise longer passages. -Use a wide range of devices to build cohesion within and across paragraphs. -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
	Editing and reading aloud	<ul style="list-style-type: none"> -Assess the effectiveness of their own and others' writing. -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensure the consistent and correct use of tense throughout a piece of writing. -Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
		<ul style="list-style-type: none"> -Proof-read for spelling and punctuation errors. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Spoken Language		<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.



Year 6

Theme	Area	Skills / Knowledge / Understanding
Reading	Word reading	-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words.
	Enjoyment and engagement with texts	-Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways and for a range of purposes. -Identify and discuss themes and conventions across a wide range of writing. -Increase 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. -Recommend books that they have read to their peers, giving reasons for their choices. -Make comparisons within and across books.
	Vocabulary, language and structure	-Identify how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Poetry, plays and performance	-Learn a wider range of poetry by heart. -Prepare 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.
	Understanding and Comprehension	-Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding.
	Inference, deduction and prediction	-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predict what might happen from details stated and implied.
	Discussion and viewpoints	-Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.



		-Provide reasoned justifications for their views.
	Non fiction	-Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction.
Writing	Spelling (See the spelling appendix)	-Use further prefixes and suffixes and understand the guidance for adding them. -Continue to distinguish between homophones and other words which are often confused. -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. -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. -Learn words from Y5/6 word list.
	Handwriting	-Write legibly, fluently and with increasing speed. -Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. -Choose the writing implement that is best suited for a task.
	Vocabulary, grammar and punctuation (see grammar appendix)	-Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing. -Use expanded noun phrases to convey complicated information concisely. -Use semi-colons or dashes. -Distinguish between informal and formal vocabulary and sentence structures. -Use bullet points and punctuate correctly. -Use colons and semi-colons in punctuating bullet points. -Use hyphens to avoid ambiguity. -Use passive voice to present information in an objective way.



	<p>Writing composition</p>	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own. -Note and develop initial ideas, drawing on reading and research where necessary. -In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. -In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. -Précise longer passages. -Use a wide range of devices to build cohesion within and across paragraphs. -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
	<p>Editing and reading aloud</p>	<ul style="list-style-type: none"> -Assess the effectiveness of their own and others' writing. -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensure the consistent and correct use of tense throughout a piece of writing. -Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. -Proof-read for spelling and punctuation errors. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Spoken Language</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.