**Flixton Primary School English Core Learning.**

YEAR 1

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| SPOKEN LANGUAGE Y1 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y1  6+ texts chosen from CLPE core booklist, including: Stanley’s Stick, and Beegu.  Poetry anthology – Out and About (Shirley Hughes) |
| **Word reading:**  *Pupils should be taught to:*   * 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 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 [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 * use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.   **Comprehension:**  *Pupils should be taught to:*   * develop pleasure in reading, motivation to read, vocabulary and understanding by:  1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 2. being encouraged to link what they read or hear read to their own experiences 3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 4. recognising and joining in with predictable phrases 5. learning to appreciate rhymes and poems, and to recite some by heart (including nursery rhymes and familiar songs) 6. discussing word meanings, linking new meanings to those already known  * understand both the books that they can already read accurately and fluently and those they listen to by:  1. drawing on what they already know or on background information and vocabulary provided by the teacher 2. checking that the text makes sense to them as they read and correcting inaccurate reading 3. discussing the significance of the title and events 4. making inferences on the basis of what is being said and done 5. predicting what might happen on the basis of what has been read so far  * participate in discussions about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them |

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| WRITING Y1 |
| Pupils should be taught to 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   Pupils should be taught to spell:   * words containing each of the 40+ phonemes already taught (through Chapters 2, 3, 4a, 4b and 4c of the Phonics Shed Scheme and Appendix 1 of the NC) * high frequency words (from through Chapters 2, 3, 4a, 4b and 4c of the Phonics Shed Scheme and CEW from Appendix 1 of the NC) * the days of the week   Pupils should be taught spelling strategies through:   * 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 the **suffixes** –ing, -ed and –er to add to **verbs** where no change is needed in the spelling of root words * using the **suffix** –est where no change is needed in the spelling of the root word * apply simple spelling rules and guidance (as stated in Appendix 1 of the NC) * writing from memory simple sentences dictated by the teacher that include words using the GPCs and CEW taught so far.   Pupils should be taught handwriting, especially how to:   * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case cursive 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.   Pupils should be taught to write 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 * increasing range of sentence structures (simple and compound) including the ‘sentence type’: *adjective sentences*.   Pupils should be taught to discuss what they have written with the teacher or other pupils  Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.  Pupils should be taught to develop their understanding of vocabulary, grammar and punctuation by:   * leaving spaces between **words** * joining **words** and joining clauses using ‘and’ * beginning to punctuate sentences using a **capital letter** and a **full stop**, **question mark** or **exclamation mark** * using a **capital letter** for names of people, places, the days of the week, and the personal pronoun ‘I’ * using the regular **plural noun suffixes** –s or –es to change the meaning of the noun from **singular** to **plural** * using the **prefix** –un to change the meaning of **verbs** and **adjectives**   Pupils should be taught to use and understand grammatical terminology **(in bold)** accurately and appropriately when discussing their writing. |

YEAR 2

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| SPOKEN LANGUAGE Y2 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y2  Core texts: The Tear Thief (Carol Ann Duffy,) The Boy Who Grew Dragons (Andy Shepherd) Look Up (Nathan Bryon), The Owl Who was Afraid of the Dark (J Tomlinson)  Poetry Anthology: Poems to perform (Julia Donaldson) |
| **Word reading:**.  *Pupils should be taught to:*   * 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 * re-read these books to build up their fluency and confidence in word reading.   **Comprehension:**  *Pupils should be taught to:*   * develop pleasure in reading, motivation to read, vocabulary and understanding by:  1. 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 2. discussing the sequence of events in books and how items of information are related 3. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 4. being introduced to non-fiction books that are structured in different ways 5. recognising simple recurring literary language in stories and poetry 6. discussing and clarifying the meanings of words, linking new meanings to known vocabulary 7. discussing their favourite words and phrases 8. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (including performance poetry – use of repetition, rhyme and alliteration; free verse – shape poetry)  * understand both the books that they can already read accurately and fluently and those that they listen to by:  1. drawing on what they already know or on background information and vocabulary provided by the teacher 2. checking that the text makes sense to them as they read and correcting inaccurate reading 3. making inferences on the basis of what is being said and done 4. answering and asking questions 5. predicting what might happen on the basis of what has been read so far  * 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 * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |

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| WRITING Y2 |
| Pupils should be taught to spell by:   * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning 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 * learning to spell common exception words (Appendix 1 of the NC) * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) * distinguishing between homophones and near-homophones   Pupils should be taught spelling strategies through:   * adding the **suffixes** –ment, -ness, -ful, -less and –ly to spell longer words * applying simple spelling rules and guidance (as listed in Appendix 1 of the NC) * writing from memory simple sentences dictated by the teacher that include words using the GPCs, CEW and punctuation taught so far   \* patterns and words identified in Spelling Shed scheme as a minimum expectation.  Pupils should be taught handwriting, especially how to:   * form lower-case cursive letters of the correct size relative to one another * use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * 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.   Pupils should be taught to develop positive attitudes towards writing and stamina for writing by:   * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes   Pupils should be taught to consider what they are going to write before beginning by:   * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary * encapsulating what they want to say, sentence by sentence * increasing range of sentence structures including the ‘sentence types’: *simile; list sentences*   Pupils should be taught to make simple additions, revisions and corrections to their own writing by:   * evaluating their writing with the teacher and other pupils * re-reading 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-reading to check for errors in spelling, grammar and punctuation   Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear  Pupils should be taught to develop their understanding of vocabulary, grammar and punctuation (and to indicate grammatical features) by:   * learning how to use both familiar and new punctuation correctly, including **full stops**, **capital letters**, **exclamation marks** and **question marks**. * learning how to use **commas** to separate items in a list * learning how to use **apostrophes** to mark where letters are missing (contracted forms) and to mark singular **possession** in **nouns** * learning the ‘sentence types’: simile, list, adjective pairs sentences.   Pupils should be taught to use:   * **sentences** with different forms **(statement, question, exclamation and command)**, and know how the grammatical patterns in a sentence indicate it’s function. * expanded **noun phrases** to describe and specify * the **present and past tenses** correctly and consistently including the **progressive** form of **verbs** * **subordination** (using when, if, that, or because) and co-ordination (using or, and, or but) * **suffixes** suchas –ness and –ly to form **nouns** * **compound** words * **suffixes** such as –ful. –less to form **adjectives** * the **suffixes** –er, -est in **adjectives** and the use of –ly in Standard English to turn **adjectives** into **adverbs** * some features of written Standard English   Pupils should be taught to use and understand grammatical terminology **(in bold)** accurately and appropriately when discussing their writing. |

YEAR 3

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| SPOKEN LANGUAGE Y3 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y3  Core texts: The Iron Man (Ted Hughes); The Sheep Pig (Dick King Smith); Egyptian Treasures (Catherine Chambers) Gregory Cool (Caroline Binch)  Poetry Anthology: The Sun is Laughing |
| **Word reading:**  Pupils who are still struggling to decode need to be taught to do this urgently.  *Pupils should be taught to:*   * apply their growing knowledge of root words, prefixes and suffixes both to read aloud and 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.   **Comprehension:**  *Pupils should be taught to:*   * develop positive attitudes to reading and understanding of what they have read by:   (a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books  (b) 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)  (c) increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally  (d) identifying themes and conventions in a wide range of books  (e) preparing poems and play scripts to be read aloud and to perform, showing understanding through intonation, tone, volume and action  (f) discussing words and phrases that capture the reader’s interest and imagination  (g) recognising some different forms of poetry (including: performance poetry – use of repetition, rhyme, alliteration, onomatopoeia; free verse – incl shape poetry; list poems)   * understand what they read, in books they can read independently, by:   (a) checking that the text makes sense to them (visualise, use background knowledge, use breakdown strategies), discussing their understanding and explaining the meaning of words in context  (b) ask questions to improve their understanding of a text  (c) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  (d) predicting what might happen from details stated and implied  (e) identifying main ideas drawn from more than one paragraph and summarising these (gist/ identify key words and ideas)  (f) identifying how language, structure and presentation contribute to meaning   * retrieve and record information from non-fiction * 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. |

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| WRITING Y3 |
| Pupils should be taught spelling strategies through:   * adding **prefixes** and **suffixes** to root words \* Understand **word families.** * spelling common homophones \* * using the first two or three letters of a word to check its spelling in a dictionary * writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far   \* patterns and words identified in Spelling Shed scheme as a minimum expectation. Vocab- **consonant, vowel**  Pupils should be taught handwriting, especially:   * to use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * to increase the legibility, consistency and quality of their handwriting   Pupils should be taught to plan their writing by:   * discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar * discussing and recording ideas   Pupils should be taught to draft and write by:   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures including the ‘sentence types’: *BOYS (****coordinating conjunctions*** *make* ***compound sentences****); 2A; short sentences, emotion word (****adjective****)comma and revising those taught in Y2.* * organising **paragraphs** around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices (such as **headings** and **sub-headings**)   Pupils should be taught to evaluate and edit by:   * assessing the effectiveness of their own and others’ writing and suggest improvements * proposing changes to grammar and vocabulary to improve consistency (eg accurate use of pronouns in sentences)   Pupils should be taught to proof-read for spelling and punctuation errors.  Pupils should be taught to read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Pupils should be taught to develop their understanding of vocabulary, grammar and punctuation (and to indicate grammatical features) by:   * using the **present perfect** form of **verbs** instead of the simple past (eg He has gone out to play in contrast to He went out to play) * choosing **nouns** and **pronouns** appropriately for clarity and cohesion and to avoid repetition * using **conjunctions** (when, before, after, etc) , **adverbs** (then, next, soon, etc) and **prepositions** (before, after, during, etc) to express time and cause. **clause ,subordinate clause**. * using **adverbs** at the start of sentences (comma after adverb) * using a range of **prefixes** when forming nouns * using the **forms** of a or an depending upon whether the next word begins with a **consonant letter** or **vowel letter** * understanding **word families** based on common words, showing how words are related in form or meaning (eg – solve, solution, solver, dissolve, insoluble)   Pupils should be taught to indicate grammatical and other features by:   * indicating possession by using the **possessive apostrophe** with **singular** and **plural nouns** * using and punctuating **direct speech** (**inverted commas** – **speech marks**)   Pupils should be taught to use and understand grammatical terminology (in bold) accurately and appropriately when discussing their reading and writing. |

NB: Gramatical understanding and vocabulary assumed from KS1 (to be assessed and revised, as appropriate at the start of Y3):

letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma.

YEAR 4

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| SPOKEN LANGUAGE Y4 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y4  Core texts: The Ghost Dog (Pete Johnson); The Romans in Britain (Dr Brian Knapp); One Plastic Bag (Miranda Paul); Journey to Jo’burg (Beverley Naidoo).  Poetry Anthology: A Nest Full of Stars (James Berry) |
| **Word reading:**  *Pupils should be taught to:*   * apply their growing knowledge of root words, prefixes and suffixes both to read aloud and 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.   **Comprehension:**  *Pupils should be taught to:*   * develop positive attitudes to reading and understanding of what they have read by:   (a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books  (b) 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)  (c) increasing their familiarity with a wide range of books, including myths and legends and retelling some of these orally  (d) identifying themes and conventions in a wide range of books  (e) preparing poems and play scripts to be read aloud and to perform, showing understanding through intonation, tone, volume and action  (f) discussing words and phrases that capture the reader’s interest and imagination  (g) recognising some different forms of poetry (Various structures incl: syllabic (haiku/cinquain), rhyming patterns, patterns of repetition. Also poetry including powerful noun/adjective/ verb choices)   * understand what they read, in books they can read independently, by:   (a) checking that the text makes sense to them (visualise, use background knowledge, use breakdown strategies), discussing their understanding and explaining the meaning of words in context  (b) ask questions to improve their understanding of a text  (c) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  (d) predicting what might happen from details stated and implied  (e) identifying main ideas drawn from more than one paragraph and summarising these (gist/ identify key words and ideas)  (f) identifying how language, structure and presentation contribute to meaning   * retrieve and record information from non-fiction * 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. * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader [from Y5/6] * distinguish between statements of fact and opinion [from Y5/6] * provide reasoned justifications for their views [from Y5/6] |

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| WRITING Y4 |
| *Pupils should be taught spelling strategies through:*   * adding prefixes and suffixes to root words \* * spelling common homophones\* * verb prefixes (eg dis-; de-; mis-; over-; re-)\* * spelling words that are often misspelt, including class ‘red words’.\* * using the first two or three letters of a word to check its spelling in a dictionary * writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far * difference between **plural** and **possesive** s   \* patterns and words identified in Spelling Shed scheme as a minimum expectation.  *Pupils should be taught handwriting, especially:*   * to understand which letters, when adjacent to one another, are best left unjoined * to increase the legibility, consistency and quality of their handwriting   *Pupils should be taught to plan their writing by:*   * discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar * discussing and recording ideas   *Pupils should be taught to draft and write by:*   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures including the ‘sentence types’: *O.(I.); 3ed (****adjective****); double ly (two* ***adverb, fronted adverbial****) and revising those taught in Y3* * organising **paragraphs** around a theme. Appropriate choice of **pronoun** or **noun** to aid **cohesion**. * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices (such as **headings** and **sub**-**headings**)   *Pupils should be taught to evaluate and edit by:*   * assessing the effectiveness of their own and others’ writing and suggest improvements * proposing changes to grammar and vocabulary to improve consistency (eg accurate use of pronouns in sentences)   *Pupils should be taught to* proof-read for spelling and punctuation errors.  *Pupils should be taught to* read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  *Pupils should be taught to* develop their understanding of vocabulary, grammar and punctuation (and to indicate grammatical features) by:   * extending the range of sentences with more than one clause by using a wider range of **conjunctions** (understanding of **clause** and **subordinate clause**) * using the perfect form of **verbs** to mark relationships of time and cause *(the perfect form indicates a completed/perfected action and can be past, present or future. It uses a form of ‘have’ or ‘had’ plus the past participle: eg – He had watched tv for an hour before dinner.; I have finished my homework already.; Nancy will have finished by the time her parents return.)* * choosing **nouns** and **pronouns** (including **possessive pronouns** – *his, hers, theirs, mine, etc*) appropriately for clarity and cohesion and to avoid repetition * using **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). *Possibility to look at how to modify 2A sentences as a starting point.* * using **conjunctions**, **adverbs** and **prepositions** to express time and cause (revision) * using **fronted adverbials** (use **commas** after fronted adverbials) *(Could focus on simile and time. eg: As quickly as the wind, she ran from the monster. Later that day, she discovered the truth)* * learning the grammatical difference between plural and possessive –s, using **apostrophes** to mark **singular** and **plural possession** * learning standard English forms for **verb inflections** instead of local spoken forms (eg ‘we were’ instead of ‘we was’) * using and punctuating **direct** **speech** (using **inverted commas** – **speech marks**, commas, etc) * using **determiner**s appropriately *(a determiner precedes a noun, indicating the kind of reference the noun has. eg: a taxi, the paper, that question, whichever book, both parents, several computers, no escape, twenty books, second chance.)* * understanding how words are related by meaning as **synonyms** and **antonyms** (*eg big, little, large*) [from Y5/6] * using a **colon** to introduce a list [from Y5/6] * punctuating **bullet** **points** consistently [from Y5/6]   *Pupils should be taught to* use and understand grammatical terminology (in bold) accurately and appropriately when discussing their reading and writing. |

YEAR 5

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| SPOKEN LANGUAGE Y5 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y5  Core texts: Stormbreaker (Anthony Horowitz), Space (Peter Bond – DK Guide); The Dam (David Almond) The Boy At the Back of the Class (Onjali Rauf),  Poetry: The Highwayman (Alfred Noyes) |
| **Word reading:**  *Pupils should be taught to:*   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) (see spellings covered) both to read aloud and to understand the meaning of new words that they meet.   **Comprehension:**  *Pupils should be taught to:*   * maintain positive attitudes to reading and understanding of what they read by:   (a) continuing to discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  (b) reading books that are structured in different ways and reading for a range of purposes  (c) 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  (d) recommending books that they have read to their peers, giving reasons for their choices  (e) identifying and discussing themes and conventions in and across a wide range of writing  (f) making comparisons within and across books  (g) learning a wider range of poetry by heart. *Exploring language techniques in narrative poetry (incl simile/metaphor)*  (h) 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:   (a) checking that the book makes sense to them (visualise, use background knowledge, use breakdown strategies), discussing their understanding and exploring the meaning of words in context  (b) asking questions to improve their understanding  (c) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  (d) predicting what might happen from details stated and implied  (e) summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (gist/ identify key words and ideas)  (f) 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 * 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 |

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| WRITING Y5 |
| *Pupils should be taught spelling through:*   * using further **prefixes** and **suffixes** and understanding the guidelines for adding them\* * converting **nouns** or **adjectives** into verbs using **suffixes** * spelling some words with silent letters\* * continuing to distinguish between homophones and other words which are often confused\* * using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5/6 word list)\* * using dictionaries to check spelling and meaning of words (use first 3 or 4 letters) * using a thesaurus   \* patterns and words identified in Spelling Shed scheme as a minimum expectation.  *Pupils should be taught to write legibly, fluently and with increasing speed by:*   * choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters * choosing the writing implement that is best suited for the task   *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 * 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 they have read, listened to or seen performed   *Pupils should be taught to draft and write by:*   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * understanding an increasing range of sentence structures including the ‘sentence types’: -*ing, -ed(****fronted adverbial****); De:de (****compound******sentence****); noun, www,(****relative clause, subordinate clause, embedded clause****) ; Some; others; 2 pairs(****adjective****) and revising those taught in previous years.* * in narratives, describe 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 (headings, bullet points, underlining)   *Pupils should be taught to 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 appropriate register   *Pupils should be taught to* proof-read for spelling and punctuation errors  *pupils should be taught to* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  *Pupils should be taught to* develop their understanding of vocabulary, grammar and punctuation (and to indicate grammatical features) by:   * recognising vocabulary and structures that are appropriate for formal speech and writing, including **subjunctive forms** * using devices to build **cohesion** within a paragraph (eg then, after that, this, firstly) * using **adverbials** of time (eg later), place (eg nearby) and number (eg secondly) to link ideas across paragraphs * using **expanded noun phrases** to convey complicated information concisely * using **passive** verbs to affect the presentation of information in a sentence * use the **perfect form** of the verb * using **modal verbs** (eg might, should, will, must) or **adverbs** (eg perhaps, surely) to indicate degrees of possibility * using **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that* *(eg; The woman who discovered radium is dead… onto….noun, www, sentences)* or with an implied (ie omitted) **relative pronoun** *(The fish {that} I caught yesterday was delicious; The man {who} I met is extremely wealthy.)* * using commas to clarify meaning or avoid **ambiguity** in writing * using **brackets**, **dashes** or commas to indicate **parenthesis** * using **semi**-**colons**, **colons** or **dashes** to mark boundaries between main clauses * using verb prefixes (eg dis-; de-; mis-; over-; re-) * converting nouns or adjectives into verbs using suffixes (eg – ate, -ise, -ify) * using **fronted** **adverbials** (revise) * using colons to mark boundaries between independent clauses (De:de sentences) * using a **colon** to introduce a list (revise) * punctuating **bullet** **points** consistently (revise)   *Pupils should be taught to* use and understand grammatical terminology (in bold) accurately and appropriately when discussing their reading and writing. |

YEAR 6

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| SPOKEN LANGUAGE Y6 |
| *Pupils should be taught to:*   * listen and respond appropriately to their peers * ask relevant questions to extend their understanding and build vocabulary and knowledge * articulate and justify answers, arguments and opinions * give well-structured descriptions and explanations * 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 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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| READING Y6  Core texts: Wonder (RJ Palacio), Goodnight Mr Tom (Michelle Magorian), Great Scientists (DK – Eyewitness); Rose Blanche (Roberto Innocenti).  Poetry Anthology: Sensational (Roger McGough) |
| **Word reading:**  *Pupils should be taught to:*   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) (see spellings covered) both to read aloud and to understand the meaning of new words that they meet.   **Comprehension:**  *Pupils should be taught to:*   * maintain positive attitudes to reading and understanding of what they read by:   (a) continuing to discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  (b) reading books that are structured in different ways and reading for a range of purposes  (c) 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  (d) recommending books that they have read to their peers, giving reasons for their choices  (e) identifying and discussing themes and conventions in and across a wide range of writing  (f) making comparisons within and across books  (g) learning a wider range of poetry by heart, including choral/performance poetry (eg rap). *Considering the use of imagery (incl personification/metaphor) in poetry.*  (h) 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:   (a) checking that the book makes sense to them (visualise, use background knowledge, use breakdown strategies), discussing their understanding and exploring the meaning of words in context  (b) asking questions to improve their understanding  (c) drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  (d) predicting what might happen from details stated and implied  (e) summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (gist/ identify key words and ideas)  (f) 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 * 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 |

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| WRITING Y6 |
| *Pupils should be taught spelling through:*   * using further prefixes and suffixes and understanding the guidelines for adding them\* * spelling some words with silent letters\* * continuing to distinguish between homophones and other words which are often confused\* * using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5/6 word list)\* * How words are related by meaning as **synonyms** and **antonyms**. * using dictionaries to check spelling and meaning of words (use first 3 or 4 letters) * using a thesaurus   \* patterns and words identified in Spelling Shed scheme as a minimum expectation.  *Pupils should be taught to write legibly, fluently and with increasing speed by:*   * choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters * choosing the writing implement that is best suited for the task   *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 * 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 they have read, listened to or seen performed   *Pupils should be taught to draft and write by:*   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * understanding an increasing range of sentence structures including the ‘sentence types’: *If, if, if, then; 3 bad (dash); The more, the more and revising those taught in previous years.* * in narratives, describe 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 (headings, bullet points, underlining)   *Pupils should be taught to 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 appropriate register   *Pupils should be taught to* proof-read for spelling and punctuation errors  *pupils should be taught to* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  *Pupils should be taught to* develop their understanding of vocabulary, grammar and punctuation (and to indicate grammatical features) by:   * recognising vocabulary and structures that are appropriate for formal speech and writing (eg the use of question tags – He’s your friend, isn’t he?), including **subjunctive** forms (eg If I were or Were they to come… in some very formal writing and speech) * using the perfect form of verbs to mark relationships of time and cause * understanding how words are related by meaning as **synonyms** and **antonyms** (eg big, large, little) * using **passive** verbs to affect the presentation of information in a sentence * linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of word or phrase, grammatical connections (eg adverbials, connectives), and ellipsis. * knowing layout devices (eg headings, sub-headings, columns, bullet points, tables) to structure text. * using expanded **noun phrases** to convey complicated information concisely * using **modal verbs** (eg might, should, will, must) or **adverbs** (eg perhaps, surely) to indicate degrees of possibility (revise) * use the **perfect form** of the verb * using **relative** **clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (ie omitted) **relative** **pronoun** (revise) * using commas to clarify meaning or avoid **ambiguity** in writing * using **fronted adverbials** (revise) * using **hyphens** to avoid ambiguity * using **brackets**, **dashes** or commas to indicate **parenthesis** * using **semi-colons**, **colons** or **dashes** to mark boundaries between main clauses (incl independent clauses – It’s raining: I’m fed up)   *Pupils should be taught to* use and understand grammatical terminology (in bold) accurately and appropriately when discussing their reading and writing. Incl – **subject, object active, ellipsis, punctuation** |