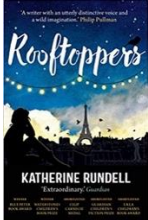


Botley C of E Primary School English Overview Year 5/6

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Scream Machine	Gods and mortals	Lay of the Land	Fantastic Beasts	Secrets of the Ancient Civilizations	Lights, camera, action! (varied production theme)
English Driver texts	Series of Unfortunate events by Lemony Snicket 	Percy Jackson and the Lightning Thief 	Journey to River Sea Eva Ibbotson 	Rooftoppers by Katherine Rundell 	Secrets of the Sun King 	Coraline 
Writing	<p>Descriptive writing - contrasting description of the two houses (parts of speech, synonyms/antonyms subordinate clauses and prepositional phrases)</p> <p>Diary writing - emotive piece from different perspectives based on experience of new home (parts of speech, relative clauses)</p> <p>Newspaper article - based on play at the end of the book when Olaf is now missing (formal/informal, direct/reported speech)</p> <p>Explanation Text - Fairground ride</p>	<p>Non-chronological report Children to write a non-chronological report on Greek gods and daemons</p> <p>Press release - Write a prisoner press release on the escape of Prisoner 42 (now Thanatos, a Greek Daemon)</p> <p>Diary writing or newspaper article - Diary entry from different perspective (Virgo and Elliot) OR Newspaper report for the Daily Argus</p> <p>Narrative writing - 2 week unit developing their own narrative plot to retrieve one or all of the missing Chaos stones. OR Study a range of Greek myths and retell/write</p>	<p>Non- Chronological report Children to write a non-chronological report on the Amazon Rainforest</p> <p>Diary Entry How characters are treated by the new family</p> <p>Writing from different perspective: How different situations are viewed by different characters</p>	<p>Argument text (is Charles a good parent?) formal/informal voice cohesive device within and between paragraphs different clause types semi-colons</p> <p>Survival Guide - Life on the Rooftops Formal/informal voice linked to audience. Parenthesis (extra information/ asides) 4 types of sentence - statement, command, question, exclamation</p> <p>Suspense writing (linked to life on the rooftops) Sentence structures (eg rhetorical questions, to indicate change of pace); punctuation for impact.</p>	<p>Persuasive Letter As Lil, write a persuasive letter to the nurse, explaining why you should be able to see your Granddad early Formal tone/persuasive writing techniques</p> <p>Descriptive writing Write Mrs Mendoza's story about the curse. Main/subordinate clause Use of colon and semi colon</p> <p>Explanatory Text Mummification horrible histories explanation</p>	<p>Diary Entry How Coraline felt about secret part of house and other family</p> <p>Descriptive writing Description of the Grand meal prepared.</p> <p>Narrative writing 2 week unit developing their own narrative plot for their own horror story</p>

		their own				
Theme writing			Persuasive writing	Diary entry		
Spelling (Year 5)	Review of Year 4 prefixes Year 3/4 Word list Letter string -ough Homophones and near homophones Year 5/6 Word List	-ious word endings Enddings that sound like /shl/ and are spelled -cial and -tial Year 5/6 Word List	-able and -ible word endings -ably and -ibly word endings Homophones and near homophones Year 5/6 Word List	Silent letters -ant and -ent endings Words ending in -ance/ancy and -ence/-ency Homophones and near homophones Year 5/6 Word List	Prefix revision Noun and adjective conversions to verbs Homophones and near homophones Year 5/6 Word List	Possessive apostrophes - plurals Turning adjectives into adverbs Year 5/6 Word List
Spelling (Year 6)	Year 5/6 Word List 'ei' following the letter c Adding suffixes to words ending in -fer	Using hyphens Words ending in -gue and -que 'ch' makes " and 'sh' sound Year 5/6 Word List	Year 5/6 Word List -sure and -ture revision 'ou' spells 'u'	Suffix review /shun/ endings revision /shal/ and /shus/ endings review -able and -ible word endings review -ably and -ibly word review	-ough letter string review Review homophones Review apostrophe use Year 5/6 Word List etymology	'ei', 'eigh', 'ey', 'ea', 'aigh' /s/ sound spelled 'sc' American and British spellings Technical vocabulary
Let's Think	Tree Maker	Voices lesson 1/2 Voices lesson 2/2	Snowmen Maps	Survivors Window	Conquerors Lulu	Home

Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> 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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 	<ul style="list-style-type: none"> Write legibly, 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 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis
Phase 2	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) 	<ul style="list-style-type: none"> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list
Phase 3	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused 		<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs 		<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> 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 a thesaurus Recognise how words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Write legibly, 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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use range of devices to build cohesion within and across paragraphs Select language that shows good awareness of the reader Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: <u>Was</u> your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use hyphens to avoid ambiguity
Phase 2	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters 		<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Select verb forms for meaning and effect e.g. deliberate change of tense Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this 			<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Punctuate bullet points consistently
Phase 3	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused 		<ul style="list-style-type: none"> Select synonyms accurately for effect rather than as an alternative for an original word 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points

Year 5		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
	Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text 	<ul style="list-style-type: none"> Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
	Phase 2		<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> 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 Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Discuss and evaluate the intended impact of the language used with reference to the text 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing 	
	Phase 3						<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Y4, 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books 	

Year 6	READING							
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers 	<ul style="list-style-type: none"> 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 Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books
Phase 2			<ul style="list-style-type: none"> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) 	<ul style="list-style-type: none"> Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
Phase 3						<ul style="list-style-type: none"> Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Y6, 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Fit in Five!	Home or away?	Tomorrow's world and beyond	Children of the Blitz	Secrets of the Ancient Civilizations	Lights, camera, action! (varied production theme)
Driver Texts	<p>Holes - Louis Sachar</p> 	<p>Harry Potter and the Philosopher's Stone - JK Rowling</p> 	<p>Video Clip Pandora (Avatar)</p>  <p>War of the Worlds</p> 	<p>Letters to the Lighthouse - Emma Carroll</p> 	<p>Secrets of the Sun King</p> 	<p>Production linked book</p> <p>Texts used have included Matilda, Mary Poppins and Alice in Wonderland.</p> 
Writing	<p><u>Survival guide for Camp Green</u> What children need to know in order to survive being at Camp Green Lake. Formal tone Organisation of ideas Subject specific vocabulary.</p> <p><u>Non-Chronological report on Yellow spotted lizard</u> Report on the creatures from the story. What they look like, behaviour.</p> <p><u>Descriptive writing</u> Describing life on the lake 100 years and ago and what the scene looks like now Embedded clauses</p>	<p><u>Diary Entry</u> When Harry made his journey to platform 9 ¾ Informal language <u>Writing from characters perspective</u> Write troll scene from Hermione's point of view. Write in first person. Build tension and suspense <u>Setting descriptions</u> Write setting description for the forbidden forest. Use of personification. Main/subordinate clause. Simple, compound and complex sentences <u>Instructions</u> How do retrieve the Philosopher's Stone. <u>Persuasive text</u></p>	<p><u>Non Chron report</u> Life on Pandora <u>Narrative writing:</u> Re-write section of story form point of view of characters <u>Newspaper article:</u> War of the Worlds - alien landing.</p>	<p><u>Character Study</u> Explore the character of Ephraim, considering what he may be hiding and his possible motives <u>Newspaper article.</u> Children will write a newspaper article about the rescue of the refugee boat. <u>Report Writing</u> London in the Blitz "Eyewitness" Accounts</p>	<p><u>Persuasive Letter</u> As Lil, write a persuasive letter to the nurse, explaining why you should be able to see your Granddad early Formal tone/persuasive writing techniques <u>Descriptive writing</u> Write Mrs Mendoza's story about the curse. Main/subordinate clause Use of colon and semi colon <u>Explanatory Text</u> Mummification horrible histories explanation</p>	<p><u>Letter writing</u> Letter of complaint for treatment at the Tea Party <u>Dairy Entry</u> Alice's perspective of what happened in Wonderland <u>Character descriptions</u> Look into character's such as Mad Hatter, Rabbit, Cheshire Cat etc</p>

	Relative clauses Recap on expanded noun phrases <u>Explanatory text</u> Circulatory system	"selling Botley" as a place to live				
Spelling (Year 5)	Review of Year 4 prefixes Year 3/4 Word list Letter string -ough Homophones and near homophones Year 5/6 Word List	-ious word endings Enddings that sound like /shl/ and are spelled -cial and -tial Year 5/6 Word List	-able and -ible word endings -ably and -ibly word endings Homophones and near homophones Year 5/6 Word List	Silent letters -ant and -ent endings Words ending in -ance/ancy and -ence/-ency Homophones and near homophones Year 5/6 Word List	Prefix revision Noun and adjective conversions to verbs Homophones and near homophones Year 5/6 Word List	Possessive apostrophes - plurals Turning adjectives into adverbs Year 5/6 Word List
Spelling (Year 6)	Year 5/6 Word List 'ei' following the letter c Adding suffixes to words ending in -fer	Using hyphens Words ending in -gue and -que 'ch' makes " and 'sh' sound Year 5/6 Word List	Year 5/6 Word List -sure and -ture revision 'ou' spells 'u'	Suffix review /shun/ endings revision /shal/ and /shus/ endings review -able and -ible word endings review -ably and -ibly word review	-ough letter string review Review homophones Review apostrophe use Year 5/6 Word List etymology	'ei', 'eigh', 'ey', 'ea', 'aigh' /s/ sound spelled 'sc' American and British spellings Technical vocabulary
Let's Think	Last stop The Island	Window Giving Tree	Black hole The Maker	Staircase Feathers	We are the conquerors	Maps

Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> 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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 	<ul style="list-style-type: none"> Write legibly, 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 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis
Phase 2	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) 	<ul style="list-style-type: none"> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list
Phase 3	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused 		<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs 		<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> 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 a thesaurus Recognise how words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Write legibly, 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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use range of devices to build cohesion within and across paragraphs Select language that shows good awareness of the reader Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: <u>Was</u> your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use hyphens to avoid ambiguity
Phase 2	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters 		<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use figurative language such as similes, alliteration, metaphors and personification in a range of writing Select verb forms for meaning and effect e.g. deliberate change of tense Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this 			<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Punctuate bullet points consistently
Phase 3	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused 		<ul style="list-style-type: none"> Select synonyms accurately for effect rather than as an alternative for an original word 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points

Year 5		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
	Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text 	<ul style="list-style-type: none"> Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
	Phase 2		<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> 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 Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Discuss and evaluate the intended impact of the language used with reference to the text 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing 	
	Phase 3						<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Y4, 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books 	

Year 6	READING							
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers 	<ul style="list-style-type: none"> 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 Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books
Phase 2			<ul style="list-style-type: none"> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) 	<ul style="list-style-type: none"> Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
Phase 3						<ul style="list-style-type: none"> Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Y6, 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this