

Year Group: One

Fiction Non-fiction Poetry

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| <p>Reading</p> | <ul style="list-style-type: none"> • Identify the main events and characters in stories, and find specific information in simple texts • Children explain clearly their understanding of what is read to them • Make predictions showing an understanding of ideas, events and characters • Predict what might happen on the basis of what has been read so far Recognise the main elements that shape different texts Discuss the significance of the title and events within a story • Explain the effect of patterns of language and repeated words and phrases • Recognise and join in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart |
| | <ul style="list-style-type: none"> • Children explain clearly their understanding of what is read to them • Explain the effect of patterns of language and repeated words and phrases |
| <p>Writing</p> | <ul style="list-style-type: none"> • Children explain clearly their understanding of what is read to them • Recognise and join in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart |
| <p>Word level</p> | <ul style="list-style-type: none"> • Independently choose what to write about, plan and follow it through • Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it • Create short simple texts on paper and on screen which combine words with images (and sounds) • Sequence sentences to form short narratives • Group written sentences together in chunks of meaning or subject • Sequencing sentences to form short narratives Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils |
| <p>Sentence level</p> | <ul style="list-style-type: none"> • Independently choose what to write about, plan and follow it through • Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it • Create short simple texts on paper and on screen which combine words with images (and sounds) • Group written sentences together in chunks of meaning or subject • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils |
| <p>Punctuation</p> | <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es, including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives |

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| Vocabulary | <ul style="list-style-type: none"> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation: full stop, question mark, exclamation mark |
| Editing | <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing: 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 read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) |
| Alan Peat | BOAS 2A -ly sentence Question sentence |
| Speaking & Listening | Please see separate document |

Year Group: Two

Fiction Non-fiction Poetry

Reading

- Draw together ideas and information from across a whole text, using simple signposts in the text
- Discussing the sequence of events in books and how items of information are related
- Give some reasons for why things happen or characters change
- Making inferences on the basis of what is being said and done answering and asking questions
- Explore how particular words are used, including words and expressions with similar meanings
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- Read whole books on their own, choosing and justifying selections
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Engage with books through exploring and enacting interpretations
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Explain their reactions to texts, commenting on important aspects
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Read a wide range of contemporary and classic poetry, stories and non-fiction becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Being introduced to non-fiction books that are structured in different ways
- Explore how particular words are used, including words and expressions with similar meanings
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- Read whole books on their own, choosing and justifying selections
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Engage with books through exploring and enacting interpretations
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Explain their reactions to texts, commenting on important aspects
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Read a wide range of contemporary and classic poetry, stories and non-fiction becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Explore how particular words are used, including words and expressions with similar meanings
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- Read whole books on their own, choosing and justifying selections
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Engage with books through exploring and enacting interpretations
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Explain their reactions to texts, commenting on important aspects
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Read a wide range of contemporary and classic poetry, stories and non-fiction becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

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| Writing | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Sustain form in narrative, including use of person and time • Learn to use the present and past tenses correctly and consistently including the progressive form • Make adventurous word and language choices appropriate to style and purpose of text • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes | | |
| | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Learn to use the present and past tenses correctly and consistently including the progressive form • Maintain consistency in non -narrative, including purpose and tense • Make adventurous word and language choices appropriate to style and purpose of text • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes | | |
| | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Learn to use the present and past tenses correctly and consistently including the progressive form • Make adventurous word and language choices appropriate to style and purpose of text • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes | | |
| Word level | <ul style="list-style-type: none"> • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, spaceman] • Formation of adjectives using suffixes such as -ful, -less • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs | | |
| Sentence level | <ul style="list-style-type: none"> • Subordination (when, if, that, because) and co-ordination (and, but) • Expanded noun phrases for description and specification, e.g. The grumpy cat, The excited child • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | | |
| Punctuation | <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences [for example, the girl's name] • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | | |
| Vocabulary | <ul style="list-style-type: none"> • Statement • Question • Exclamation • Command | <ul style="list-style-type: none"> • Apostrophe • Tense (past, present) • Comma • Suffix | <ul style="list-style-type: none"> • Verb • Noun • Adjective • Adverb |

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| Editing | <ul style="list-style-type: none">• Make simple additions, revisions and corrections to their own writing: 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 read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) |
| Alan Peat | BOAS 2A -ed opener List sentence -ing opener All the ws PC sentences |
| Speaking & Listening | Please see separate document |

Year Group: Three

Fiction Non-fiction Poetry

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| Reading | <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Give some reasons for why things happen or characters change • Making inferences on the basis of what is being said and done answering and asking questions • Explore how particular words are used, including words and expressions with similar meanings • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • Read whole books on their own, choosing and justifying selections • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Engage with books through exploring and enacting interpretations • Develop pleasure in reading, motivation to read, vocabulary and understanding • Explain their reactions to texts, commenting on important aspects • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| | <ul style="list-style-type: none"> • Draw together ideas and information from across a whole text, using simple signposts in the text • Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points • Being introduced to non-fiction books that are structured in different ways |
| | <ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases |
| Writing | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Sustain form in narrative, including use of person and time • Learn to use the present and past tenses correctly and consistently including the progressive form • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes |
| | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Learn to use the present and past tenses correctly and consistently including the progressive form • Maintain consistency in non -narrative, including purpose and tense • Make adventurous word and language choices appropriate to style and purpose of text • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together |
| | <ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • 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 • Learn to use the present and past tenses correctly and consistently including the progressive form • Write down ideas and/or key words, including new vocabulary • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes |

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| Word level | <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes • Use of the forms <u>a</u> or <u>an</u> according to whether the next word begins with a consonant or a vowel • Word families based on common words, showing how words are related: solve, solution, solver, dissolve |
| Sentence level | <ul style="list-style-type: none"> • Conjunctions to express time, place and cause: when, before, after, while, so, because • Prepositions: before, after, during, in, because of • Adverbs: then, next, soon, therefore |
| Punctuation | <ul style="list-style-type: none"> • Revision of capital letters, full stops, exclamation marks, question marks and commas for lists. • Apostrophes • Inverted commas • Commas to mark clauses |
| Vocabulary | <ul style="list-style-type: none"> • Preposition, • Conjunction • Word family, • Prefix • Clause: subordinate clause • Direct speech • Consonant, • Consonant letter vowel • Vowel letter • Inverted commas (or 'speech marks') |
| Editing | <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing: evaluating 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) |
| Alan Peat | <p>Consolidate and use the sentence types from previous year groups.</p> <p>Connective opener Choice-question? 3 ed sentence 2 pairs sentence The more, the more If, then Simile sentence Personification sentence</p> |
| Speaking & Listening | Please see separate document |

Year Group: Four
Fiction Non-fiction Poetry

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| Reading | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Infer characters' feelings in fiction and consequences in logical explanations • Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifying (within different texts) how language, structure, and presentation contribute to meaning • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Share and compare reasons for reading preferences, extending range of books read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • 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 Empathise with characters and debate moral dilemmas portrayed in texts • Identify features that writers use to provoke readers' reactions • Identify themes and conventions in a wide range of books |
| | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these • Identify how different texts are organised, including reference texts, magazines, leaflets, on paper & screen • Identifying (within different texts) how language, structure, and presentation contribute to meaning • Share and compare reasons for reading preferences, extending range of books read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use dictionaries to check the meaning of words that they have read |
| | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Share and compare reasons for reading preferences, extending range of books/poems read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Recognise different forms of poetry |
| Writing | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved in narratives, creating settings, characters and plot • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Signal sequence, place and time to give coherence • Use conjunctions, adverbs and prepositions to express time and cause • Group related material into paragraphs • Organising paragraphs around a theme |
| | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Write non-narrative texts using structures of different text types • In non-narrative material, using simple organisational devices • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Use conjunctions, adverbs and prepositions to express time and cause • Group related material into paragraphs • Organising paragraphs around a theme |
| | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary |

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| Word level (see appendix 1) | <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Standard English forms for verb inflections instead of local spoken forms, e.g. we were not we was |
| Sentence level | <p>Consolidate sentence level work from previous years</p> <ul style="list-style-type: none"> • Fronted adverbials • Expanded noun phrases |
| Punctuation | <p>Consolidate punctuation from previous years</p> <ul style="list-style-type: none"> • Inverted commas • Direct speech fully punctuated to include: comma or colon after the reporting clause and punctuation inside the final speech mark • Apostrophes to mark plural possession • Use of commas after fronted adverbials |
| Vocabulary | <p>Consolidate terms from previous years</p> <ul style="list-style-type: none"> • Determiner • Pronoun & possessive pronoun • Adverbial |
| Editing | <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing: evaluating 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) • Evaluate and edit: assess the effectiveness of their own and others' writing and suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
| Alan Peat | <p>Consolidate and use the sentence types from previous year groups.</p> <p>Verb, person Emotion word, (comma) 3 bad- (dash) question? Ad, same ad P.C. sentences Ing, ed Simile sentence Personification sentence</p> |
| Speaking & Listening | <p>Please see separate document</p> |

Year Group: Five

Fiction Non-fiction Poetry

Reading

- Make notes on and use evidence from across a text to explain events or ideas
- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Infer writers' perspectives from what is written and from what is implied
- Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Compare different types of narrative and information texts and identify how they are structured
- Read books that are structured in different ways and read for a range of purposes, identifying how language, structure and presentation contribute to meaning
- Explore how writers use language for comic and dramatic effects
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Reflect on reading habits and preferences and plan personal reading goals
- 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 recommend books that they have read to their peers, giving reasons for their choices
- Compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Compare how a common theme is presented in poetry, prose and other media
- Identify how language, structure and presentation contribute to meaning
- Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books and learning a wider range of poetry by heart

- Make notes on and use evidence from across a text to explain events or ideas
- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Infer writers' perspectives from what is written and from what is implied
- Read books that are structured in different ways and read for a range of purposes, identifying how language, structure and presentation contribute to meaning
- Identify how language, structure and presentation contribute to meaning
- Distinguish between statements of fact and opinion
- 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

- Make notes on and use evidence from across a text to explain events or ideas
- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Infer writers' perspectives from what is written and from what is implied
- Read poems that are structured in different ways and read for a range of purposes, identifying how language, structure and presentation contribute to meaning
- Compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Compare how a common theme is presented in poetry, prose and other media
- Identify how language, structure and presentation contribute to meaning
- Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books and learning 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

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| Writing | <ul style="list-style-type: none"> • Reflect independently and critically on own writing and edit and improve it • Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects. • Clarify meaning and proofread for spelling and punctuation errors • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action • Experiment with different narrative forms and styles to write own stories • Plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Use 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 • Change the order of material within a paragraph, moving the topic sentence • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Writing precise and longer passages • 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"> • Reflect independently and critically on own writing and edit and improve it • Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects. • Clarify meaning and proofread for spelling and punctuation errors • Adapt non-narrative forms and styles to write fiction or factual texts, including poems (not explicitly mentioned) • Vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail • Experiment with the order of sections and paragraphs to achieve different effects • Use 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 • Change the order of material within a paragraph, moving the topic sentence • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Writing precise and longer passages • 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"> • Reflect independently and critically on own writing and edit and improve it • Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects. • Clarify meaning and proofread for spelling and punctuation errors • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Writing precise and longer passages • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| Word level (see appendix 1) | <ul style="list-style-type: none"> • Verb prefixes: dis-, de-, mis-, over- and re-] • Converting nouns or adjectives into verbs using suffixes: -ate; -ise; -ify |
| Sentence level | <p>Consolidate sentence level work from previous years</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, must |
| Punctuation | <p>Consolidate punctuation from previous years</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas in complex sentences to clarify meaning or avoid ambiguity |
| Vocabulary | <p>Consolidate terms from previous years</p> <ul style="list-style-type: none"> • Modal verb & relative pronoun • Relative clause • Parenthesis: bracket, dash • Cohesion and ambiguity |

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| Editing | <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing; evaluating 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) • Evaluate and edit: assess the effectiveness of their own and others' writing and suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
| Alan Peat | <p>Consolidate and use the sentence types from previous year groups.</p> <p>Drop in Outside (inside) Irony sentence Short sentence</p> |
| Speaking & Listening | Please see separate document |

Year Group: Six

Fiction Non-fiction Poetry

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| <p>Reading</p> | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Infer characters' feelings in fiction and consequences in logical explanations • Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Identifying (within different texts) how language, structure, and presentation contribute to meaning • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Share and compare reasons for reading preferences, extending range of books read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • 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 Empathise with characters and debate moral dilemmas portrayed in texts • Identify features that writers use to provoke readers' reactions • Identify themes and conventions in a wide range of books |
| | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these • Identify how different texts are organised, including reference texts, magazines, leaflets, on paper & screen • Identifying (within different texts) how language, structure, and presentation contribute to meaning • Share and compare reasons for reading preferences, extending range of books read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Use dictionaries to check the meaning of words that they have read |
| | <ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Share and compare reasons for reading preferences, extending range of books/poems read • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Recognise different forms of poetry |
| <p>Writing</p> | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved in narratives, creating settings, characters and plot • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Signal sequence, place and time to give coherence • Use conjunctions, adverbs and prepositions to express time and cause • Group related material into paragraphs • Organising paragraphs around a theme |
| | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Write non-narrative texts using structures of different text types • In non-narrative material, using simple organisational devices • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Use conjunctions, adverbs and prepositions to express time and cause • Group related material into paragraphs • Organising paragraphs around a theme |
| | <ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Select and use a range of technical and descriptive vocabulary • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary |

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| Word level (see appendix 1) | <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • How words are related by meaning as synonyms and antonyms |
| Sentence level | <p>Consolidate sentence level work from previous years</p> <ul style="list-style-type: none"> • The use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Use of the passive to affect the formality and presentation of a sentence |
| Punctuation | <p>Consolidate punctuation from previous years</p> <ul style="list-style-type: none"> • How hyphens can be used to avoid ambiguity • Punctuation of bullet points to list information • Use of the colon to introduce a list and use of semi-colons within lists • Use of the semi-colon, colon and dash to mark the boundary between independent clauses |
| Vocabulary | <p>Consolidate terms from previous years</p> <ul style="list-style-type: none"> • Subject, object • Active, passive • Synonym, antonym • Ellipsis, • Hyphen, • Colon, • Semi-colon, • Bullet points |
| Editing | <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing: evaluating 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) • Evaluate and edit: assess the effectiveness of their own and others' writing and suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
| Alan Peat | <p>Consolidate and use the sentence types from previous year groups.</p> <p>De:de sentence Some; others Imagine 3 examples</p> |
| Speaking & Listening | <p>Please see separate document</p> |

By the end of Year 6 children should be able to:

- 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