

Reading		Composition		Transcription	
W. reading	Comprehension	Voc, gram & punc	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words</li> <li>Apply knowledge of prefixes to understand meaning of new words</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>,</li> <li>Read and understand meaning of words on Y5/6 word list - see bottom</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences</li> </ul>	<p><b><u>Maintain positive attitudes to reading and understanding what they read by:</u></b></p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves</li> <li>Regularly listening to whole novels read aloud by the teacher from an increasing range of authors</li> <li>Exploring themes within and across texts e.g. loss, heroism, friendship</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events</li> <li>Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i></li> <li>Recommending books to their peers with reasons for choices</li> <li>Reading books and texts that are structured in different ways for a range of purposes</li> <li>Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends</li> <li>Learning a wider range of poems by heart</li> <li>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience</li> </ul> <p><b><u>Understand what they read by:</u></b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals</i></li> <li>Exploring meaning of words in context</li> <li>Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i></li> <li>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Predicting what might happen from information stated and implied</li> <li>Re-read and reads ahead to locate clues to support understanding</li> <li>Scanning for key words and text marking to locate key information</li> <li>Summarising main ideas drawn from more than one paragraph and identifying key details which support this</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i></li> </ul> <p><b><u>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</u></b></p> <ul style="list-style-type: none"> <li>Exploring, recognising and using the terms metaphor, simile, imagery</li> <li>Explaining the effect on the reader of the authors' choice of language</li> </ul> <p><b><u>Distinguish between statements of fact or opinion within a text</u></b></p> <p><b><u>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</u></b></p> <p>PTO</p>	<ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</li> <li>Create and punctuate complex sentences using ed openers</li> <li>Create and punctuate complex sentences using ing openers</li> <li>Create and punctuate complex sentences using simile starters</li> <li>Demarcate complex sentences using commas and explore ambiguity of meaning</li> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must</li> <li>Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly</li> <li>Identify and use brackets and dashes</li> <li>Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs</li> <li>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-</li> </ul>	<p><b><u>Plan their writing by:</u></b></p> <ul style="list-style-type: none"> <li>Identifying the audience and purpose</li> <li>Selecting the appropriate language and structures</li> <li>Using similar writing models</li> <li>Noting and developing ideas</li> <li>Drawing on reading and research</li> <li>Thinking how authors develop characters and settings (in books, films and performances)</li> </ul> <p><b><u>Draft and write by:</u></b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary</li> <li>Blending action, dialogue and description within and across paragraphs</li> <li>Using devices to build cohesion (see VGP column)</li> <li>Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes</li> </ul> <p><b><u>Evaluate and edit by:</u></b></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>Ensuring consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring consistent subject and verb agreement</li> <li>Proofreading for spelling and punctuation errors</li> </ul> <p>PTO</p>	<ul style="list-style-type: none"> <li>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>Use further prefixes and suffixes and understand the guidelines for adding them</li> <li>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i></li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>Use dictionaries to check the spelling and meaning of words</li> </ul> <p>PTO</p>	<ul style="list-style-type: none"> <li>Write fluently</li> <li>Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i></li> </ul>

**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**

- Preparing formal presentations individually or in groups
- Using notes to support presentation of information
- Responding to questions generated by a presentation
- Participating in debates on an issue related to reading (fiction or nonfiction)
- Provide reasoned justifications for their views

**Justifying opinions and elaborating by referring to the text. (Point + Evidence. + Explanation.)**

**Perform own compositions for different audiences:**

- Using appropriate intonation and volume
- Adding movement
- Ensuring meaning is clear

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use suffixes -  
*ate, -ise, -ify*  
to convert nouns and adjectives into verbs
- Investigate verb prefixes  
e.g. *dis-*,  
*re-*, *pre-*, *mis-*,  
*over-*