



Brimrod Primary School

LONG TERM PLAN FOR ENGLISH CURRICULUM

This document is arranged by year
group (1-6)

Year 1 Text range	Key stories: fairy stories & traditional tales, non-fiction, rhymes & poems
Terminology for pupils	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
 Spoken word Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 Word Reading	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading
 Comprehension Reading	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read, and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been

	<p>read so far</p> <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
 <p>Writing – transcription (see English Appendix 1)</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ 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 –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
 <p>Writing – composition</p>	<ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ 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 • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher
 <p>Handwriting</p>	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
<p>Word</p>	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. <i>helping, helped, helper</i>) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
<p>Sentence</p>	<ul style="list-style-type: none"> • how words can combine to make sentences • joining words and joining clauses using <i>and</i>
<p>Text</p>	<ul style="list-style-type: none"> • sequencing sentences to form short narratives
<p>Punctuation</p>	<ul style="list-style-type: none"> • separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun “I”

<h1>Year 2</h1> <p>Text range</p>	<p>Key stories: fairy stories & traditional tales, non-fiction texts (books) structured in different ways, contemporary & classic poetry</p>
<p>Terminology for pupils</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma</p>
 <p>Spoken word</p> <p>Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 <p>Word Reading</p>	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading
 <p>Comprehension Reading</p>	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read, and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been

	<p>read so far</p> <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them
 <p>Writing – transcription (see English Appendix 1)</p>	<p>Spelling - see English appendix 1 Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl's book] ○ distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
 <p>Writing – composition</p>	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ 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 • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
 <p>Handwriting</p>	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
<p>Word</p>	<p>Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <ul style="list-style-type: none"> • Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
<p>Sentence</p>	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicate its function as

	a statement, question, exclamation or command
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none">• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <ul style="list-style-type: none">• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Year 3 <small>Text range</small>	Fairy stories, myths, legends, poetry, plays, non-fiction – including reference books or text books, reading books structured in different ways, retrieve & record information from non-fiction texts
Terminology for pupils	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or “speech marks”)
 Spoken word Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 Word Reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
 Comprehension Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ 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 ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader’s interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than 1 paragraph and summarising these ○ 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

 <p>Writing – transcription (see English Appendix 1)</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
 <p>Writing – composition</p>	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
 <p>Handwriting</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
<p>Word</p>	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<p>Sentence</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<p>Text</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<p>Punctuation</p>	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 4 <small>Text range</small>	Fairy stories, myths, legends, poetry, plays, non-fiction – including reference books or text books, reading books structured in different ways, retrieve & record information from non-fiction texts
Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial
 Spoken word Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 Word Reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
 Comprehension Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ 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 ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than 1 paragraph and summarising these ○ 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
 Writing – transcription (see English Appendix 1)	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1

	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
 Writing – composition	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
 Handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials

Year 5 <small>Text range</small> building upon Y4	Books from other cultures & traditions, poetry, plays, non-fiction, reference or textbooks, myths & legends, traditional stories, modern fiction, fiction from our literary heritage
Terminology for pupils	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
 Spoken word Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 Word Reading	<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
 Comprehension Reading	<ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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 ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ learning a wider range of poetry by heart ○ 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: <ul style="list-style-type: none"> ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ○ 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,

	<p>including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> • provide reasoned justifications for their views
 <p>Writing – transcription (see English Appendix 1)</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
 <p>Writing – composition</p>	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ 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 pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing 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 [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> ○ 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 • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
 <p>Handwriting</p>	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task
<p>Word</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
<p>Sentence</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
<p>Text</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p>

	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Year 6 <small>Text range</small> building upon Y5	Books from other cultures & traditions, poetry, plays, non-fiction, reference or textbooks, myths & legends, traditional stories, modern fiction, fiction from our literary heritage
Terminology for pupils	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
 Spoken word Same statements Y1-Y6. They should be taught at level appropriate to age of pupils. Plan cross curricular opportunities for communication across a range of contexts & audiences.	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
 Word Reading	<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
 Comprehension Reading	<ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ 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 ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ learning a wider range of poetry by heart ○ 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: <ul style="list-style-type: none"> ○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ asking questions to improve their understanding ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ○ 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,

	<p>including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> • provide reasoned justifications for their views
 <p>Writing – transcription (see English Appendix 1)</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
 <p>Writing – composition</p>	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ 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 pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing 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 [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> ○ 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 • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
 <p>Handwriting</p>	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task
<p>Word</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
<p>Sentence</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:</p>

	<p><i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
<p>Text</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<p>Punctuation</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>