

Curriculum map charting a child's journey through the English Curriculum at Bishop Cornish School.

English is at the core of our school and the skills underpin everything we do across the curriculum. Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. We aim for the skills below to be seen in all aspects of the work the children do and they often embark on a range of cross curricular projects. In teaching the children these core skills they can then gain independence to be able to access the rest of the curriculum. Fluency in the English language is an essential foundation for success in all subjects

Please see separate reading curriculum map for information about reading and for long term map of genre and specific texts covered.

Spoken English for key stage one and two

Statutory requirement

Pupils should be taught 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.

Year 1

Statutory requirements

<u>Writing</u>	Vocabulary, grammar and punctuation	<u>Handwriting</u>
<p><u>transcription</u> Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">♣ spell: words containing each of the 40+ phonemes already taught♣ common exception words♣ the days of the week English – key stages 1 and 2 13 Statutory requirements♣ name the letters of the alphabet♣ naming the letters of the alphabet in order♣ using letter names to distinguish between alternative spellings of the same sound♣ add prefixes and suffixes:♣ 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–<ul style="list-style-type: none">♣ 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><u>Composition</u></p> <ul style="list-style-type: none">♣ write sentences by: saying out loud what they are going to write about♣ composing a sentence orally before writing it♣ sequencing sentences to form short narratives♣ re-reading what they have written to check that it makes sense♣ discuss what they have written with the teacher or other pupils♣ read aloud their writing clearly enough to be heard by their peers and the teacher.	<p>pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">♣ leaving spaces between words♣ joining words and joining clauses using and♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'♣ learning the grammar for year 1 in English Appendix 2♣ use the grammatical terminology in English Appendix 2 in discussing their writing.	<p>Pupils should be taught to:</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' (i.e. letters that are formed in similar ways) and to practise these.

Year 1



Reading - see separate document

Writing

Through a topic based exciting approach the children will work towards the key statutory requirements. In all their

work they will be encouraged to hold a pen or pencil in the correct and comfortable way. This will include lots of big physical play as well as fine motor skills

development through things like dough disco and finger gym. In their writing they will name the letters of the alphabet in order and write lower-case letters starting and ending in the right place. This will be regularly practised within their phonics work as well as in daily marking and conferencing of their writing. As they write they will be taught to spell simple words containing the main sounds they've learned in reading and spell the days of the week.

Through motivating topic work they will learn to write words with common endings, such as -ed, -ing, -er and -est. Children will be encouraged to use these in all aspects of their written work.



On a daily basis, children will be motivated to plan out sentences aloud before writing them. Individually and in groups they will write simple sentences, and those using joining words such as 'and'. Through constant reinforcement, songs and physical reminders they will begin to use full stops and capital letters for sentences. As they move through Year One they

will have many opportunities to write including labelling parts of animals, creating maps to get Beegu back to space and writing letters to rescue pirates from desert islands. Through this they will combine some sentences to make short descriptions or stories. They will be enthused to write through exciting hooks and theme days and interesting role play areas where they will be given a reason to write. Children will be authors and illustrators and investigators and will use writing through all of these roles.

Genre - see extra document for long term detail

<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>
<ul style="list-style-type: none">• Stories with familiar settings• Stories from a range of cultures	<ul style="list-style-type: none">• Labels, lists and signs• Instructions• Information texts	<ul style="list-style-type: none">• Poems on a theme• Songs and repetitive poems• Humorous poems

<p>including traditional and fairy stories</p> <ul style="list-style-type: none"> • Stories about fantasy worlds 	<ul style="list-style-type: none"> • Recounts • Letters and postcards 	
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Year 2

Statutory requirements

<u>Writing</u>	<u>Vocabulary, grammar and punctuation</u>	<u>Handwriting</u>
<p><u>Transcription</u> 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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones♣ learning to spell common exception words♣ 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><u>Composition</u> Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <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 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:♣ 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	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)♣ learn how to use: sentences with different forms: statement, question, exclamation, command♣ expanded noun phrases to describe and specify [for example, the blue butterfly]♣ the present and past tenses correctly and consistently including the progressive form♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)♣ the grammar for year 2 in English Appendix 2♣ some features of written Standard English♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	<p>Pupils should be taught to:</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

consistently, including verbs in the continuous form

- ♣ proof-reading 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.

Year 2

Reading

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which do not follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story
- Children will be expected to read aloud books which are appropriate for their reading ability.
- During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.



Writing

- Begin to use joins between letters where needed
- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate space between words when writing
- Spell longer words by breaking them into sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real event and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense

and to make corrections, including punctuation

- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tense correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
- Begin to assess their own writing (Assessment for Learning)
- Use a personal writing target
- Talk through and rehearse sentences
- Learn whole class texts using storyboards
- Imitate, innovate and invent texts
- Edit to improve writing

<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>
<ul style="list-style-type: none">• Stories with familiar settings• Stories from a range of cultures including traditional and fairy stories• Stories about fantasy worlds	<ul style="list-style-type: none">• Labels, lists and signs• Instructions• Information texts• Recounts/Report• Letters and postcards• Diaries	<ul style="list-style-type: none">• Poems on a theme• Songs and repetitive poems• Humorous poems

Lower key stage 2 –

<u>Writing</u>	Vocabulary, grammar and punctuation	<u>Handwriting</u>
<p><u>transcription</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (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 two or three 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><u>Composition</u></p> <p>pupils should be taught to plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (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: ♣ 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 ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<p>Pupils should be taught to:</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 un-joined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Year 3

Reading Comprehension

- apply their growing knowledge of root words, prefixes and suffixes 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.



Reading

- develop positive attitudes to reading and understanding of what they read by: 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: 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 one 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

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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 two or three 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.

Handwriting

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



Writing Transcription

- 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: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- 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: 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
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Year 4

Reading: Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes, 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.

Reading: Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
- 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:
- 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 one 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

Spelling

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt

- 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 two or three 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.

Handwriting

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

- 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
- Discussing and recording ideas
- Draft and write by:
- Composing and rehearsing sentences (including dialogue), progressively varied and rich vocabulary and an range of sentence structures
- Organising paragraphs around a
- In narratives, creating settings, plot
- In non-narrative material, using organisational devices [for example, sub-headings]
- Evaluate and edit by:
- 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
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



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Writing: Vocabulary, Grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech
- Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.

Poetry

- Syllabic Poems
- Image Poems
- Poems to Perform
- Narrative Poems
- Non-Sense Poetry
- Odes and insults

Non-Fiction

- Instructions and Explanations
- Information texts
- Recounts
- Non-chronological Reports
- Persuasive Writing
- Chronological Reports

Fiction

- Fables
- Stories in familiar settings
- Fantasy
- Myths and legends
- Stories with Humour
- Stories from other Cultures

Upper key stage 2

<u>Writing</u>	<u>Vocabulary, grammar and punctuation</u>	<u>Handwriting</u>
<u>Transcription</u> Pupils should be taught to: ♣ use further prefixes and suffixes and understand the guidance for adding them	should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught to: write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when

<ul style="list-style-type: none"> ♣ 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus. <p><u>Composition</u></p> <p>Pupils should be taught to plan their writing by:</p> <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 <p>draft and write by:</p> <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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing <ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2 ♣ indicate grammatical and other features by: <ul style="list-style-type: none"> ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>given choices and deciding whether or not to join specific letters</p> <ul style="list-style-type: none"> ♣ choosing the writing implement that is best suited for a task.
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♣proof-read for spelling and punctuation errors

Year 5

Speaking and Listening

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes



Reading

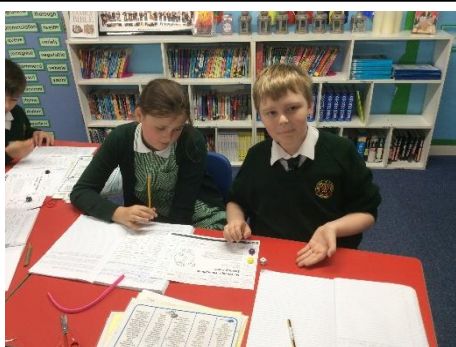
- Read a wide range of fiction, non-fiction, poetry, plays and reference books
 - Learn a range of poetry by heart
 - Perform plays and poems using tone, volume and intonation to convey meaning
 - Use knowledge of spelling patterns and related words to read aloud and understand new words
 - Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
 - Identify and discuss themes and conventions across a wide range of writing
 - Discuss understanding of texts, including exploring the meaning of words in context
 - Ask questions to improve understanding of texts
 - Summarise ideas drawn from more than one paragraph, identifying key details
 - Predict future events from details either written in a text or by 'reading between the lines'
 - Identify how language, structure and presentation contribute to meaning
 - Discuss how authors use language, including figurative language, to affect the reader
 - Make book recommendations, giving reasons for choices
 - Participate in discussions about books, building on and challenging ideas
 - Explain and discuss understanding of reading
 - Participate in formal presentations and debates about reading
 - Provide reasoned justifications for views





Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses



- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language

- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses

Fiction	Non-fiction	Poetry
<ul style="list-style-type: none"> • Myths. Legends and Fables - and writing own myths • Fiction - Story by a significant author • Plays/Drama • Fiction - science fiction / fantasy • Fiction - extended writing of stories - story structure. 	<ul style="list-style-type: none"> • Persuasive writing • Recounts • Balanced argument • Non-chronological reports • Biography / autobiography • Explanation texts and Instructions • Reports and journalistic writing 	<ul style="list-style-type: none"> • Fiction - poetry - imagery • Poetry - poetic style • Classic/narrative poems. • Poetry - choral & performance poetry

Year 6

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:



- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books (including being read to).
- Learn a range of poetry by heart.
- Perform plays and poems using tone, volume and intonation to convey meaning.
- Use knowledge of spelling patterns and related words to read aloud and understand new words.
- Make comparisons between different books, or parts of the same book.
- Read a range of modern fiction, classic fiction and books from other cultures and traditions.
- Identify and discuss themes and conventions across a wide range of writing.
- Discuss understanding of texts, including exploring the meaning of words in context.
- Ask questions to improve understanding of texts.
- Summarise ideas drawn from more than one paragraph, identifying key details.

- Predict future events from details either written in a text or by 'reading between the lines'.
- Identify how language, structure and presentation contribute to meaning.
- Discuss how authors use language, including figurative language, to affect the reader.
- Make book recommendations, giving reasons for choices.
- Participate in discussions about books, building on and challenging ideas.
- Explain and discuss understanding of reading.
- Participate in formal presentations and debates about reading.
- Provide reasoned justifications for views

Writing Skills

- Write with increasing speed, maintaining legibility and style.
- Spell some words with silent letters, such as knight and solemn.
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list.
- Use a dictionary to check spelling and meaning.
- Identify the audience and purpose before writing, and adapt accordingly.
- Select appropriate grammar and vocabulary to change or enhance meaning.
- Develop setting, atmosphere and character, including through dialogue.
- Write a summary of longer passages of writing.
- Use a range of cohesive devices.

(Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text).

- Use advanced organisational and presentational devices, such as bullet points.
- Use the correct tense consistently throughout a piece of writing.
- Ensure correct subject and verb agreement.
- Perform compositions using appropriate intonation, volume and movement.
- Use a thesaurus.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses.
- Recognise vocabulary and structures that are appropriate for formal use.
- Use passive verbs to affect the presentation of information.
- Use the perfect form of verbs to mark relationships of time and cause.
- Recognise the difference in informal and formal language.
- Use grammatical connections and adverbials for cohesion.
- Use ellipses, commas, brackets and dashes in writing.
- Use hyphens to avoid ambiguity.
- Use semi-colons, colons and dashes between independent clauses.
- Use a colon to introduce a list.
- Punctuate bullet points consistently.



Writing genres

Fiction	Non-Fiction	Poetry
<ul style="list-style-type: none"> *Story writing (categories include: stories with social dilemmas; mystery stories; stories with multi-climaxes etc.); *descriptive settings; *Play scripts; *Shakespeare plays and poetry/ sonnets. 	<ul style="list-style-type: none"> *Non-chronological reports e.g. information about alpacas; *Chronological reports, e.g. science investigation; *Recounts; *Journalistic writing e.g. newspaper articles; * Balanced arguments/ discussions; *Biographies; *Persuasive writing e.g. adverts etc. *Letter writing e.g. letter of complaint etc. 	<ul style="list-style-type: none"> *A range of rhyming and non-rhyming poetry e.g. descriptive poetry based on WWII event etc. *Descriptive settings; (Inspired by poetry from a range of poets alive today and throughout history).