Reading

Comprehension and Understanding	Grammatical Features	Research
Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event. Maintain positive attitudes to reading and understanding of what they read by: ☐ 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: ☐ 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 one 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, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ☐ provide reasoned justifications for their views.	**Grammatical Features** Recognise: clauses within sentences **Intonation and Expression** Varies voice for direct or indirect speech. **Prediction, inference & deduction** Draw inferences and justify with evidence from the text.	**Research** Uses more than one source when carrying out research. Creates set of notes to summarise what has been read. **Word Reading** 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.

Genres to cover in Yr 5

Myths/legends   Story from other cultures and traditions   Play script into a story   Novels/stories by significant authors Traditional Stories   Fables   Diaries Myths & Legends   Narrative/classic poems   Choral performance/ performance poetry   Comparative poems   Cinquain   Sonnets - Link to Shakespeare Narrative Poems Book journal/ reading review   Variety of formal & informal letters   Non chronological report- based on an event   Autobiography/ Biography   Persuasive argument   Journalistic writing Instructions Recounts Persuasion – to put or argue point of view; letters, commentaries, leaflets, Debates/speech writing / points of view

Writing

Sentence & Text Structure	Paragraphing	Handwriting - Following the Nelson Handwriting Scheme
Add phrases to make sentences more precise & detailed. Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.	Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Writing in pen. Legible and fluent style., fluently and with increasing speed by: ☐ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ☐ choosing the writing implement that is best suited for a task.

Writing Transcription – Spelling	Composition
Spelling (see English Appendix 1) Pupils should be taught to: ☐ 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary ☐ use a thesaurus.	**Plan their writing by:** ☐ 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:** ☐ 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:** ☐ 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 ☐ proof-read for spelling and punctuation errors ☐ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar

Understand the basic convention of standard English and consider when to use it. Create more complex sentences, using a larger range of connectives, simplify clumsy construction Use subordinating conjunctions: after, although, as, as if, as long as, in case, since, unless, when ever. Adapt writing for different readers by changing vocabulary, tone and sentence structure. Understand the difference between direct and report speech Transform reported speech to direct speech or vice versa. The difference between structures typical of formal and informal speech and writing e.g. the use of question tags for example He's your friend, isn't he? Dictionary use- using first 3 letters to find words. Use of: colons, semi colons, parenthetic commas, dashes and brackets Revise and extend work on verbs, focus on: tenses- using auxiliary verbs like be and have. Use of modal verbs: will, would, shall, should. Experiment with the person 1st, 2nd or 3rd. Show developments and structure e.g. high and low points, links between sections, paragraphs and chapters. Different kinds of nouns, the function of pronouns Use punctuation effectively to signpost meaning within complex sentences: ; () - , . "" Re-ordering sentences- keeping the meaning Secure the use of a comma.	Secure knowledge of the positioning of commas before speech marks Adding words to indicate shades of meaning Expanded noun phrases Gender- masculine, feminine, common and neuter e.g. Lord, lady, goose, gander. Be aware of the differences between spoken and written language (use of punctuation) Identify and classify a range of prepositions (back, up, across, through, on) Use punctuation accurately in complex sentences Identifying main clauses in sentences Use adjectives, adverbs and embedded clauses to write expanded noun phrases Use of some subordinating connectives, e.g. if, when, because throughout the text Commas used in lists to mark clauses, used in correct positions within a range of sentences. Cohesion within a paragraph using time connectives. Link paragraphs using time, place and number adverbials. Use of brackets, dashes and commas to show parenthesis Use relative clauses beginning with who, which, where or why. Adding words to indicate shades of meaning Using suffixes to convert nouns or adjectives into verbs (e.g. –ate; -ify) Using prefixes (e.g. dis-, mis-, over-) Use of adverbs and modal verbs to show degrees of possibility e.g. surely or should	Use of device to build cohesion in paragraph Linking ideas between paragraphs using time, place and number adverbials Layout devices such as headings, sub headings, columns, bullets or tables, to structure text Use of the passive voice in presenting information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken Understand the following vocab: relative clause, standard English, complex sentences, subordinating conjunctions, direct speech, report speech, auxiliary verbs, colons, semi-colons, parenthetic commas, dashes, brackets, paragraphs, speech marks, noun phrases, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:
☐ 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:
☐ 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.

Spellings & Word Lists – see appendix

Spoken Language   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.

Reading

Comprehension and Understanding	Grammatical Features	Research
Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion.	Recognise: complex sentences	Skims and scans to aide note-taking.

Comprehension and Understanding (cont.)	Intonation and Expression	Word Reading
Maintain positive attitudes to reading and understanding of what they read by: ☐ 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: ☐ 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 one 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, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ☐ provide reasoned justifications for their views. | Appreciates how a set of sentences has been arrange to create maximum effect.

Prediction, inference & deduction
Draw inferences and justify with evidence from the text.. | Word Reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. |

Writing

Sentence & text structure	Paragraphing	Handwriting
Use subordinate clauses to write complex sentences.
Use passive voice where appropriate.
Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
Evidence of sentence structure and layout matched to requirements of text type. | Wide range of devices to build cohesion within and across paragraphs.

Use paragraphs to signal change in time, scene, action, mood or person. | **Following the Nelson Handwriting Scheme**
Legible, joined handwriting of consistent quality. Legible, fluent and personal style. Writing in Pen
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 (e.g. initial capital and second letter).
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 – Spelling	Composition
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.	**Plan their writing by:** ☐ 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: ☐ 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: ☐ 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 ☐ proof-read for spelling and punctuation errors

Year 6   **English Curriculum Map**

Traditional Tales   Fairy Stories   Comparison of works by significant authors   Descriptive Writing   Adaptation of Classics   Classic Fiction
Longer Established Novels   Story to Play Script   Poetry by Established Poets   Limericks   Kennings   **Assonance:** repetition of vowel sounds
Autobiography/Biography   Journalistic Writing   Diary   Review   Persuasive writing   Non Chronological Report
Balanced Argument   Formal/Informal Letters   Debates/Speech Writing / Points of View   Explanations   Reference Texts

Grammar

Word classes, prepositions, re-expressing sentences Revise- active and passive- transform sentences from active to passive Investigate connecting words and phrases, collect example and classify e.g. position(besides, nearby, by) To form complex sentences through, use of different connect devises- explore how meaning is affected by the sequence and structure of clauses Secure the use of the term 'active' and 'passive' Features of formal official language (collect and analyse examples, know when and where they are used)	Conduct detailed language investigations through interviews, research and reading. wider range of connectives used to clarify relationship between ideas, e.g. although, on the other hand, meanwhile Secure use of pronouns, connectives, references back to text Language conventions and grammatical features of the different types of text such as: Stories Recounts Accounts of observations Instructions Directions Reports	Acknowledge the difference in vocabulary used for informal and formal speech and writing (e.g. said versus reported) Use noun phrases to convey information concisely. Secure use of the semi-colon, colon and dash. Use of hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark
Revise work on contracting sentences: summary, note making, editing Use reading to investigate conditionals (if, then, might, could, would and their) Construct sentences which express possibilities, hypothesis Analyse how individual paragraphs are structured in writing e.g. comments sequenced to follow the shifting thoughts of a character, justify a point and reiterate to give it force. Dictionary use- using first 3 letters to find words. Note taking Identifying fact and opinion Linking beginning and end of paragraphs.	Explanatory texts Persuasive texts Balanced arguments Adding words to indicate shades of meaning Cohesion within a paragraph using time connectives. Link paragraphs using time, place and number adverbials. Expand noun phrases Show constituency when using similes, metaphor and personification Accurate use of bullet points Modal verbs	Understand the following vocab: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, complex sentences, contracting sentences, semi-colon, colon dash and hyphens.

Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:
 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:
 using commas to clarify meaning or avoid ambiguity in writing   using hyphens to avoid ambiguity   using a colon to introduce a list
 using brackets, dashes or commas to indicate parenthesis   using semi-colons, colons or dashes to mark boundaries between independent clauses
 punctuating bullet points consistently   use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spellings & Word Lists– see appendix

Spoken Language   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.