

East Worlington Primary School

English Curriculum Statement, Knowledge and Skills Progression

Subject Vision: “The English language is a work in progress, have fun with it.” Jonathan Culver

The East Worlington Primary believes that English is at the heart of all children’s learning. Reading, writing, speaking and listening enable children to communicate purposely and creatively. English is central to children’s emotional, social and intellectual development and is crucial in underpinning life skills and all aspects of the curriculum. We believe that reading is a life skill that every child should be entitled to. We want to inspire children through books, promoting a love of reading and empowering our children to become lifelong readers. We believe that teaching a high quality English curriculum will enable our children to communicate effectively throughout their lives, accessing information and sustaining personal and professional lives with fulfilment.

Statement of Intent:

At East Worlington Primary School we believe that a quality English curriculum should develop children’s love of reading, writing and discussion. We aim to inspire an appreciation for our rich and varied literary heritage and a passion for reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to empower children to be effective interpreters and communicators throughout every aspect of their lives. Teaching with high quality texts facilitates discussion, expression of opinions or emotions and analytical thinking. This encourages each child to make reflective, thoughtful decisions as members of society. We aim to encourage a love of English that is life-long and enables children to further their own learning. In our schools, we believe that a strong English Curriculum enables access to all other subjects, resulting in progress throughout a child’s whole educational journey. We endeavour to adapt learning to the needs of each individual, believing that effective communicators will have more fulfilled lives.

We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited by the National Curriculum.

Statement of Implementation:

The 2014 National Curriculum aims are embedded across our English lessons and the wider curriculum. From the very start of school, children are taught in discreet, rigorous phonics lessons following a systematic, synthetic programme. We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. Throughout Key Stages 1 and 2, the curriculum provides many purposeful opportunities for reading, writing and discussion; to support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express themselves, exchange ideas and to develop more sophisticated vocabulary. Vocabulary-rich environments in combination with direct teaching of vocabulary develop and extend pupils’ spoken and written language. We encourage pupils to see themselves as authors and promote the status of written work by providing opportunities for children’s writing to be published and read by real audiences. A cursive style of handwriting is taught daily in Reception and Key Stage 1, because we believe that fluency and legibility improve writing stamina and spelling. Teachers adapt schemes of learning as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Many of the topics studied reflect the children’s local area, their interests and the wider world events.

We encourage a love of reading by enabling our readers (through the phonics programme and later Accelerated reader) to access books that are appropriate to their stage of learning. Making time and space for children to explore texts in greater depth, sharing their favourites, making recommendations and talking spontaneously about their reading is a priority in our schools. Working alongside the children’s parents promotes the idea that reading can be enjoyed, discussed and associated with care and affection. Children are given guidance to ensure they have a varied reading diet, becoming gradually more independent in controlling their own reading and exercising their rights as readers. Our school aims to build reciprocal and interactive communities of readers through regular book events; these are supported by local bookshops and local libraries.

At East Worlington Primary School we use Bug Club Phonics

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers and allocate books to consolidate their learning.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable regular phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the bug club books and online resources to support home learning and to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Beyond Phonics

Children are supported in their reading choices and encouraged to broaden their reading diet. They are expected to read regularly at home and this is monitored through their reading diaries and discussions in guided reading sessions.

Statement of Impact:

As a result, our school has a community of enthusiastic readers and writers who enjoy showcasing their developing knowledge and skills in English. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Evidence of this can be seen in the outcomes of work in English books and across the curriculum; cross curricular writing opportunities enable children to write across a range of forms and adapt their writing successfully, considering the purpose. This is also evident when talking to the children; in the high quality of work in their books; in end of learning sequence assessment tasks and in attainment at end of Key Stages.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

In reading:

- At the end of each set of sounds children are informally assessed against the learning that week
- At the end of each term and each phase (Reception and year 1) children are assessed formally against the phonemes and graphemes they have been taught to date
- At the end of each term (Year 2 onwards, Year 1 from Spring Term) children are assessed using NFER assessments to identify strengths and weaknesses which are then addressed through guided reading or interventions. This data is used to support the school's tracking and assessment processes
- At the end of each half term in KS2 and termly in KS1 children using Accelerated reader carry out a star test which gives them a Zone of Proximal Development

In Writing:

- We start a teaching sequence with an elicitation task, which is used to establish areas to focus on. At the end of a teaching sequence writing is assessed against the Babcock EGG grids for each year group.
- Termly moderation of writing ensure consistency and identifies common areas of need

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.

	Reading – Word Decoding	Reading -Comprehension	Writing - Transcription	Handwriting	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:
Year 1	<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 	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 	spell: <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week 	<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 	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 	develop their grammatical understanding through: <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

	<p>applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> • 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>they can read independently</p> <ul style="list-style-type: none"> • 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 <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <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 	<ul style="list-style-type: none"> • 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– • 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 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • 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 • write letters in the cursive style using lead-outs. 	<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discussing what they have written with the teacher or other pupils. • reading their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • 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 terminology for year 1: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
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		<ul style="list-style-type: none"> making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 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 				
Year 2	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways 	<p>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] 	<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>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 <p>consider what they are going to write before beginning by:</p> <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 	<p>develop their understanding of grammar concepts taught:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for

	<p>sound and where these occur in the word</p> <ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of 	<ul style="list-style-type: none"> • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <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) <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>example, the blue butterfly]</p> <ul style="list-style-type: none"> • 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) • some features of written Standard English • use and understand the grammatical terminology below - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
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		<p>what has been read so far</p> <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 				
Year 3	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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 • read simple chapter books independently and silently. 	<p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <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 	<p>spell correctly words that have been previously taught, including:</p> <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones • those with known prefixes and suffixes. • use and spell correctly many words from the Year 3 / Year 4 spelling list. • use phonic knowledge and morphology to make plausible attempts at spelling unknown words, 	<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. 	<ul style="list-style-type: none"> • write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. • write using a rich and varied vocabulary. • in narrative create simple settings, characters and plot. • begin to use direct speech within narratives. • use paragraphs as a way of grouping related material. • evaluate the effectiveness of writing and suggest improvements. • proofread for spelling and punctuation 	<ul style="list-style-type: none"> • write a range of sentences with more than one clause by using a wider range of conjunctions. • add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). • use present and past tense correctly, including use of the present perfect instead of the simple past. • express time, place, cause and enhance cohesion using adverbs and prepositions, including prepositional phrases.

		<p>retelling some of these orally</p> <ul style="list-style-type: none"> • 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] <p>understand what they read, in books they can read independently, by:</p> <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 	<p>spelling some correctly.</p>			<ul style="list-style-type: none"> • demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2). • use inverted commas to punctuate direct speech. • use apostrophes for contraction and singular possession correctly (secure from Year 2). • use and understand the grammatical terminology below-preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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		<p>1 paragraph and summarising these</p> <ul style="list-style-type: none"> 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 				
Year 4	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet decode most new words outside of spoken vocabulary. read longer words more independently. use the context of a sentence to read unfamiliar words. self-correct consistently engage with books over a sustained 	<p>develop positive attitudes to reading, and an understanding of what they read, by building further on Y3 reading objectives and:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes independently. using dictionaries to check the meaning of words that they have read more independently. identifying themes and conventions in a wide range of books <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> asking questions to improve their 	<p>Spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> common exception words from KS1; previously taught homophones those with known prefixes and suffixes. <ul style="list-style-type: none"> use and spell correctly most words from the Year 3 / Year 4 spelling list. use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. 	<ul style="list-style-type: none"> use joined up writing consistently, independently and fluently. 	<ul style="list-style-type: none"> write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. write using a rich and varied vocabulary appropriate to purpose and form. write narratives with a clear plot, and describe settings and characters. make effective choices about using direct speech within narratives. use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. use pronouns and nouns within and 	<ul style="list-style-type: none"> write a range of sentences with more than one clause by using a wider range of conjunctions independently. add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). use Standard English verb inflections, instead of local dialect forms

	<p>period of time and completing books</p>	<p>understanding of a text independently.</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. • choosing appropriate texts with support. 			<p>across sentences to aid cohesion and avoid repetition.</p> <ul style="list-style-type: none"> • evaluate the effectiveness of writing and suggest improvements. • proofread for spelling and punctuation 	<ul style="list-style-type: none"> • express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases • demarcate sentences accurately throughout using capital letters and end punctuation • use commas after fronted adverbials. • use inverted commas and other punctuation to indicate direct speech accurately. • use apostrophes correctly (contraction, singular and plural possession). • use and understand the grammatical terminology below-determiner pronoun, possessive pronoun adverbial
Year 5	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<p>maintain positive attitudes to reading and an understanding of what they read by:</p> <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 	<p>spell correctly words that have been previously taught, including:</p> <ul style="list-style-type: none"> • common exception words from KS1; • Year 3/4 statutory words • previously taught homophones. 	<ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • write for a range of purposes and audiences, selecting language that shows some awareness of the reader • in narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). 	<ul style="list-style-type: none"> • use a range of verb forms, particularly the perfect, to mark relationships of time and cause. • use modals and adverbs to indicate possibility. • convey complicated information concisely by using

		<ul style="list-style-type: none"> • 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 • 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 <p>understand what they read by:</p>	<ul style="list-style-type: none"> • use and spell correctly many words from the year 5 / year 6 spelling list. • make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. 		<ul style="list-style-type: none"> • use dialogue in narratives to convey character or advance the action. • use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> - secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; - link ideas using adverbials of time, place and number; - link ideas using tense choices • make choices in drafting and revising writing, showing understanding of how these enhance meaning. • proofread for spelling, punctuation and grammatical errors 	<p>pre- and post-modification of nouns, including relative clauses.</p> <ul style="list-style-type: none"> • use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). • demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). • indicate parenthesis using brackets, commas or dashes. • use punctuation to ensure meaning is clear, particularly commas for clarity. • use and understand the grammatical terminology below- modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
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		<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				
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		<ul style="list-style-type: none"> 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 				
Year 6	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet read age-appropriate books with confidence and fluency, including whole novels use a range of reading strategies 	<p>maintain positive attitudes to reading and an understanding of what they read by building further on Y5 reading objectives and:</p> <ul style="list-style-type: none"> Read a broad range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. <p>demonstrate continuing engagement with reading by:</p>	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. 	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). in narratives, describe settings, characters and atmosphere. integrate dialogue in narratives to convey character and advance the action. use a range of devices to build within and across paragraphs. 	<ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately use verb tenses consistently and correctly throughout their writing. use the range of punctuation taught at key stage 2 mostly correctly. use and understand the grammatical terminology below - subject, object

	<p>to work out any unfamiliar word.</p> <ul style="list-style-type: none"> • read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. 	<ul style="list-style-type: none"> • reading for sustained periods of time • completing a wider range of more challenging and lengthier books • engaging actively in book discussions with and without adult support. • responding to reading in a written form, beginning to develop a critical stance. 			<ul style="list-style-type: none"> • make choices in drafting and revising writing, showing understanding of how these enhance meaning. • proof read for spelling, punctuation and grammatical errors independently. 	<p>active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
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