

## Spoken Language

- Everyday children spend 15 or 20 minutes storytelling
- pupils are taught to:
  - listen and respond appropriately to adults and peers
  - ask relevant questions and use relevant strategies to build their vocabulary
  - articulate and justify answers, arguments and opinions
  - give well-structured descriptions, explanations and narratives for different purposes
  - maintain attention and participate actively in collaborative conversations; participate in discussions, presentations, performances, role play, improvisations and debate
  - develop understanding through speculating, hypothesising, imaging and exploring ideas
  - speak audibly and fluently with increasing command of standard English; gain and maintain and monitor the interest of the listener(s)
  - consider and evaluate different viewpoints, attending to and building on the contributions of others.

## Reading (word reading including phonics)

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 Year 5 and 6 spelling list, both to read aloud and to understand the meaning of new words that they meet.

## Reading (comprehension)

-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.

### Writing (transcription) spelling and handwriting

- Pupils will be taught using the Talk for Writing teaching sequence.
- Revise work done in previous years- letters and sounds/high frequency words for individuals
- Use further prefixes and suffixes and understand the guidance for adding them
- Endings which sound like /ʃəs/ spelt -cious or -tious
- Endings which sound like /ʃəl/ spelt -cial -tial
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Words ending in -able and -ible -ably and -ibly
- Adding suffixes beginning with vowel letters to words ending in -fer
- Use of the hyphen

- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with 'silent' letters
- Homophones and other words that are often confused
- Use dictionaries to check spelling and meaning of words; use a thesaurus
- Use the first three or four letters of a word to check spelling and/or meaning in a dictionary
- Use knowledge of morphology and etymology and understand some words need to be learnt specifically : Word list Year 5 and 6

Pupils will be taught to:

- write legibly, fluently and with increasing speed

## Writing (composition) Text, Sentence and Word Level (Vocabulary, grammar and punctuation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>-Consolidate Year 4 list</b></p> <p><b>-Paragraphs</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs Link ideas within and across paragraphs using a full range of connectives and signposts.</p> <p><b>-Fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Secure independent use of planning tools</b>- story mountain /grids/flow diagrams (Refer to Story Types grids)</li> <li>• Plan opening using: Description /action/dialogue</li> <li>• Use 5 part story structure</li> <li>• Writing could start at any of the 5 points- this may include flashbacks</li> <li>• Introduction –should include action / description - character or setting / dialogue</li> <li>• Build-up –develop suspense techniques</li> <li>• Problem / Dilemma –may be more than one problem to be resolved</li> <li>• Resolution –clear links with dilemma</li> <li>• Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</li> </ul> <p><b>-Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Independent planning across all genres and application</li> <li>• Secure use of range of layouts suitable to text.</li> <li>• Structure: Introduction / Middle / Ending</li> <li>• Use a variety of ways to open texts and draw reader in and make the purpose clear</li> <li>• Use rhetorical questions to draw reader in</li> <li>• Express own opinions clearly</li> <li>• Consistently maintain viewpoint</li> <li>• Summary clear at the end to appeal directly to the reader</li> </ul>	<p><b>-Consolidate Year 4 list</b></p> <p><b>-Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</b></p> <p><b>-Secure use of simple / embellished simple sentences and compound sentences</b></p> <p><b>-Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</b></p> <p><b>-Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>-Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>-Drop in –‘ed’ clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>-Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>-Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>-Use of rhetorical questions</b></p> <p><b>-Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>-Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</b></p>	<p><b>-Consolidate Year 4 list</b></p> <p><b>-Metaphor</b></p> <p><b>-Personification</b></p> <p><b>-Onomatopoeia</b></p> <p><b>-Empty words</b> e.g. <i>someone, somewhere</i> <i>was out to get him</i></p> <p><b>-Developed use of technical language</b></p> <p><b>-Converting nouns or adjectives into verbs using suffixes</b> (e.g. <i>–ate; –ise; –ify</i>)</p> <p><b>-Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p><b>-Consolidate Year 4 list</b></p> <p><b>-Rhetorical question</b></p> <p><b>-Dashes</b></p> <p><b>-Brackets/dashes/commas for parenthesis</b></p> <p><b>-Colons</b></p> <p><b>-Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate:</b></p> <p>Punctuation Letter/ Word Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b>Introduce:</b></p> <p>Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question</p>