

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 /jəs/ spelt -cious or -tious
- Endings which sound like /jəl/ 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>-Consolidate Year 5 list -Paragraphs -Secure use of linking ideas within and across paragraphs, using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipses</p> <p>-Fiction:</p> <ul style="list-style-type: none"> Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Secure development of characterisation <p>-Non-fiction:</p> <ul style="list-style-type: none"> Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions. Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader semantic cohesion (e.g. repetition of a word or phrase), 	<p>-Consolidate Year 5 list -Secure use of:</p> <ul style="list-style-type: none"> simple / embellished simple sentences compound sentences complex sentences: Subordination Main and subordinate clauses with full range of conjunctions: <p>-Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>-Develop use of rhetorical questions for persuasion</p> <p>-Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>-The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i> 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> 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, views/opinions, facts Colon – instructions Parenthesis Bracket- dash <p>Introduce:</p> <ul style="list-style-type: none"> Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – 'as' / 'like' Synonyms Metaphor Personification Onomatopoeia</p>

