

Transition skills-previous year 5 into year 6 English



Objectives						
<b>Reading</b>	WILF: Use dictionaries to check the meaning of words they have read.	WILF: Read aloud with appropriate intonation, showing their understanding.	WILF: Develop positive attitudes by listening to, reading and discussing a wide range of fiction, poetry, play, non-fiction and reference books	WILF: Summarise and present a familiar story in their own words.	WILF: Predict what might happen from details stated and implied.	WILF: Retrieve and record information from non-fiction, using contents pages to locate information.
	WILF: use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	WILF: increase familiarity with a wider range of texts		WILF: make comparisons between texts	WILF: participate in discussions about texts	WILF: provide reasons and justifications about their views
<b>Writing</b>	WILF: write sentences using common punctuation accurately	WILF: write sentences using common punctuation accurately	WILF: write sentences by identifying the audience and purpose	WILF: write sentences by identifying the audience and purpose developing characters and settings	WILF: write sentences by identifying the audience and purpose developing characters and settings	WILF: write sentences by identifying the audience and purpose developing characters and settings
	WILF: use commas after fronted adverbials	WILF: write sentences by identifying the audience and purpose	WILF: use correct tense choice, is accurate and maintained	WILF: use a range of devices to build cohesion across paragraphs	WILF: use a range of devices to build cohesion across paragraphs	WILF: use a range of devices to build cohesion across paragraphs
	WILF: Handwriting is legible and consistent including fluent joining	WILF: Handwriting is legible and consistent including fluent joining	WILF: Handwriting is legible and consistent including fluent joining	WILF: use conjunctions, adverbs and prepositions to	WILF: use conjunctions, adverbs and prepositions to	WILF: use conjunctions, adverbs and prepositions to

				express time, place or cause  WILF: Handwriting is legible and consistent including fluent joining	express time, place or cause  WILF: Handwriting is legible and consistent including fluent joining	express time, place or cause  WILF: Handwriting is legible and consistent including fluent joining
<b>Grammar</b>	WILF: use fronted adverbials  WILF: know the difference between plural and possessive -s	WILF: know the difference between plural and possessive -s  WILF: use appropriate choice of pronoun or noun to create cohesion	WILF: use appropriate choice of pronoun or noun to create cohesion  WILF: extend noun phrases, including prepositions	WILF: use devices to build cohesion, including adverbials of time, place and number	WILF: use devices to build cohesion, including adverbials of time, place and number	WILF: use relative clauses beginning with who, which, where, when, whose, that or with an implied omitted relative pronoun
<b>Punctuation</b>	WILF: use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas, apostrophes and direct speech	WILF: use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas, apostrophes and direct speech	WILF: use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas, apostrophes and direct speech  WILF: using commas to clarify meaning or avoid ambiguity in writing	WILF: using commas after fronted adverbials  WILF: using commas to clarify meaning or avoid ambiguity in writing	WILF: using brackets, dashes or commas to indicate parenthesis	WILF: using brackets, dashes or commas to indicate parenthesis

<b>Spelling Revisiting NNS</b>	Year 5 Term 3 WILF: recap spellings from 3 and 4 word list WILF: spell words that are often misspelt revisiting spellings from year 5	Year 5 Term 3 WILF: recap spellings from 3 and 4 word list WILF: spell words that are often misspelt revisiting spellings from year 5	WILF: use further prefixes and suffixes and understand the guidance for adding them	WILF: use further prefixes and suffixes and understand the guidance for adding them	WILF: continue to distinguish between homophones and other words which are often confused	WILF: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
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