

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Year A	Frozen Kingdom		A Child's War	Alchemy Island	Pharaohs	
Focus -may alter each year depending on cohort and needs	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss
Suggested Key Texts <i>These may alter depending on the cohort and individual needs (e.g. magic is not allowed)</i>	Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Poems - e.g. In Jack Frost's Pocket - Literacy Shed The Summer by Sydney Harris (poem) The Bear in the Stars by Alexis Snell (picture book; figurative language)	The Lion, the Witch and the Wardrobe by C.S. Lewis Robert the Bruce - Literacy Shed+ Play Scripts e.g. for Christmas Performance	Letters from the Lighthouse by Emma Carroll	Cont- Letters from the Lighthouse or Northern Lights - Philip Pulman Aru Shah and the End of Time - by Roshani Chokshi Alice's Adventures in Wonderland by Lewis Carroll	The story of Tutankhamun by Patricia Cleveland-Peck Time-travelling with a Hamster by Ross Wellford Cosmic by Frank Cottrell Storm breaker - Antony Horowitz	The story of Tutankhamun by Patricia Cleveland-Peck And other texts as continued
Y5/6 writing outcomes <i>These will vary - depending on cohort</i>	Poetry - free verse Figurative language Non-chronological report Recount (e.g. class trip) Diary Entry	Adventure Story - with a strong character- focus on show-not-tell and developing character through their actions or Story with varied story structure (e.g. flashback). Poetry - Haiku- Christmas link Biography - eg Polar explorer	Newspaper Letters - formal/informal Non- Chronological report	Fantasy adventure story- (focus on the beginning) Persuasive letter Soliloquy - poetry Science report- instructions	Tension in a story- action sequences Dialogue to progress action Link to author style Varying of sentence lengths to gain tensions etc Non- Chronological report	Formal persuasive letter/leaflet Persuasive speech/letter Balanced argument
Theme year B	Sow, Grow and Farm		Ground-breaking Greeks		Darwin's Delights	Hola Mexico
Focus	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss	Write to Persuade/ Entertain/inform/ discuss
Suggested Key Texts	Kensuke's Kingdom by Michael Morpurgo or The Boy at the Back of the Class by Onjali Q Rauf A Year on Adam's Farm Allotment month by month	Kensuke's Kingdom by Michael Morpurgo or The Boy at the Back of the Class by Onjali Q Rauf	Who let the God's Out By Maz Evans Greek Gazette- Fergus Fleming The Greek News- Anton Powell	Who let the God's Out By Maz Evans cont Ancient Greek Myths and Legends cont	Twitch by MG Leonard (modern fiction mystery) When Darwin Sailed the Sea - Sam Kalda (narrative-non-fiction)	Twitch by MG Leonard cont. Holes - Louis Sachar (modern fiction) Stories from other cultures- Day of the Dead- Tony Johnston and Jeanette

		Christmas playscript The Night Before Christmas by Clement Clarke-Moore.				Winter/ or alternative version Story of the first Poinsettia Myth eg Rain player by David Wisniewski
Y5/6 Writing Outcomes - developed over the year	Poetry- Calligram Diary/ recount trip link Chronological report/ instructions- allotment through seasons Persuasive leaflet- e.g. Fairtrade	Retell a traditional Tale with a twist eg Jack and the Beanstalk/ the Enormous Turnip Instructions - science DT link Rhyming poetry- Christmas link	Science report/instructions Historical explanation/analysis Newspaper	Narrative with a link to author style- Maz Evans Retell a myth Balanced argument	Persuasive letter Non- chronological report Diary entry - fictional being someone else Biography	Writing from previous term continued as necessary Postcards Playscripts
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 Spelling / Grammar See Jolly Grammar 5 for resources	age/eye, parts of speech/ parsing nge, different parts of speech suffix- ance, sentence walls suffix- ancyl, simple and continuous tense suffix- ence, verbs to have- past/present/future suffix - encyl, past participle- regular	prefix multi, perfect tenses past/present/ future prefix- auto, contractions- verb to have prefix micro, past participles- irregular prefix- super identifying verb tenses cent/kilo/milli adverb placement prefix- post proofreading	suffix- tion, prepositions suffix -sion, prepositional phrases ssion, noun phrases and subjects/objects cian compound subjects/objects suffix- ation transitive/intransitive verbs ch and che for sh prepositional phrases as adverbs	sure, phrasal verbs ture, phrasal verbs suffix - ible, making verbs from nouns/adjectives suffix- ate nouns/verbs -ce/se/cy/sy suffix- ise/ize adjective order suffix ify writing adjective- correct order	suffix- ous, adverbs of manner suffix ious, adverbs - degree and place tious, adverbs time/frequency cial, adverbs describing other adverbs tial, adverbs describing adjectives words ending in i, irregular plurals	graph, using colon and bullet points in a list suffix ology, parenthesis (brackets) suffix -ment, homophones suffix - ship homographs/homonyms suffix- ward homographs/ heteronyms sch, antonyms/synonyms
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6 spelling / Grammar See Jolly Grammar 6 for resources	numerical prefixes for 1 homophones numerical prefixes for 2 simple/continuous/perfect tenses numerical prefixes for 3 definite/indefinite articles numerical prefixes for 4,5,6 countable/uncountable nouns numerical prefixes for 7,8,9	ei /eigh for ai indirect objects/ sentence walls ei /ie for ee linking verbs- to be ei/eigh/ eir prepositional phrases as adjectives ci for sh prepositional phrases as adjectives cious relative clauses	double letters co-ordinating conjunctions cc for k, semicolons/ compound sentences doubling rule for -fre colons in sentences spellings for long oo subordinating conjunctions spellings for ai complex sentences silent h digraphs simple/compound/complex sentences	bt/te/tte/th/cht for t adverbials mb/mn/me for m past participles as adjectives silent p digraphs the active and passive voice ui and u for i the passive voice gh and gue, gerunds (verbs in present participle form) gu, idioms	ough, verb to do- past/present/future schwa- ure, statements and the verb to do schwa- our, questions and the verb to do suffix ity/ety, modal verbs suffix- ial, modal verbs suffix- able, imperatives	que for k, using paragraphs and cohesion ne for n, formal and informal writing word mix ups, alliteration suffix ly, homophones ere and oa, antonyms and synonyms schwas (unstressed vowels), grammar consequence game

	parts of speech numerical prefixes for 10- dec direct/indirect objects	eous relative clauses in sentences				
Y5 Text level features developed over the year- depending on the type of writing year A/B	<p><i>Consistently maintain viewpoint</i></p> <p><i>Organise each part of the story to indicate a change in place or a jump in time</i></p> <p>Begin independent use of planning tools</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p><i>Develop use of a topic sentence</i></p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p>Use rhetorical questions to draw the reader in</p>	<p><i>Clear distinction between resolution and ending</i></p> <p>Introductions which include action, description, character and setting</p> <p>Build-up which develops suspense</p> <p>Dilemmas where more than one problem to be solved</p> <p>Endings where character reflects on changes or looks forward to the future</p> <p>Begin independent use of planning tools</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p>Secure use of a range of layouts suitable to the text</p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p>Use rhetorical questions to draw the reader in</p>	<p>Continue developing independent use of planning tools</p> <p>Secure use of a range of layouts suitable to the text</p> <p><i>Use of bullet points and diagrams</i></p> <p>Secure use of a range of layouts suitable to the text</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p>Clear summary at the end to appeal directly to the reader</p>	<p>Continue developing independent use of planning tools</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p>Express own opinions clearly</p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p><i>Use of bullet points and diagrams</i></p> <p><i>Clear distinction between resolution and ending</i></p> <p>Introductions which include action, description, character and setting</p> <p>Build-up which develops suspense</p> <p>Dilemmas where more than one problem to be solved</p> <p>Endings where character reflects on changes or looks forward to the future</p>	<p><i>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</i></p> <p>Use change of place, time and action to link ideas across paragraphs</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p>Use change of place, time and action to link ideas across paragraphs</p> <p><i>Clear distinction between resolution and ending</i></p> <p>Introductions which include action, description, character and setting</p> <p>Build-up which develops suspense</p> <p>Dilemmas where more than one problem to be solved</p> <p>Endings where character reflects on changes or looks forward to the future</p> <p>Secure independent use of planning tools</p>	<p><i>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</i></p> <p>Secure independent use of planning tools</p> <p>Vary conjunctions within paragraphs to build cohesion</p> <p>Use a variety of ways to draw the reader in and make the purpose clear</p> <p>Express own opinions clearly</p> <p>Use rhetorical questions to draw the reader in</p> <p>Consistently maintain viewpoint</p> <p>Clear summary at the end to appeal directly to the reader</p>
Y6 Text level features	Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)	Maintain plot consistently working from a plan.	Use dialogue to move the story on.	Secure effect, use of planning.	Use dialogue to move the story on.	<p><i>Express own opinions clearly</i></p> <p><i>Consistently maintain viewpoint</i></p>

Developed over the year	Secure effective use of planning.	<i>Revise structure of Introductions, middle, ending where appropriate</i>	Maintain plot consistently working from a plan.	Express balanced coverage of a topic	Maintain plot consistently working from a plan.	<i>Clear summary at the end to appeal directly to the reader</i>
	<i>Vary conjunctions within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</i>	Creative approaches to story structure - starting at any point of the 5part story structure (e.g. flashbacks or flash-forwards, time slips etc).	Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)	Linking ideas across paragraphs using a wider range of cohesive devices including grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence)	Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)	Secure effect, use of planning.
Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text	Maintain plot consistently working from a plan.	Secure development of characterisation.	Use a variety of text layouts appropriate to purpose	Use a variety of text layouts appropriate to purpose	Use a variety of text layouts appropriate to purpose	Use a range of techniques to involve the reader - comments, questions, observations, rhetorical questions
Begin to confidently use a variety of text layouts appropriate to purpose	Secure development of characterisation.	Secure development of characterisation.	Secure effective use of planning.	Secure effective use of planning.	<i>Revise structure of Introductions, middle, ending where appropriate</i>	Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase), grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence) and elision
Use a range of techniques to involve the reader - comments, questions, observations, rhetorical questions	Use suspense and cliff hangers.	Use suspense and cliff hangers.	Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase), grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence) and elision	<i>Revise structure of Introductions, middle, ending where appropriate</i>	Creative approaches to story structure - starting at any point of the 5part story structure (e.g. flashbacks or flash-forwards, time slips etc).	Using layout devices such as headings, sub-headings, bullets or tables to structure text
	Use a variety of text layouts appropriate to purpose	Use a variety of text layouts appropriate to purpose	Secure effective use of planning.	Creative approaches to story structure - starting at any point of the 5part story structure (e.g. flashbacks or flash-forwards, time slips etc).	Maintain plot consistently working from a plan.	
	Choose or create publishing format to enhance text type and engage the reader	Choose or create publishing format to enhance text type and engage the reader	Secure effective use of planning.	Maintain plot consistently working from a plan.	Secure development of characterisation.	
	Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase) and elision	Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase) and elision	Secure effective use of planning.	Secure development of characterisation.	Secure development of characterisation.	
	Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text	Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text	Secure effective use of planning.	Secure development of characterisation.	Use suspense and cliff hangers.	
			Secure effective use of planning.	Use suspense and cliff hangers.	Choose or create publishing format to enhance text type and engage the reader	
			Secure effective use of planning.	<i>Clear summary at the end to appeal directly to the reader</i>	Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase),	

		<p>Begin to confidently use a variety of text layouts appropriate to purpose</p> <p>Secure effective use of planning.</p>			<p>grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence) and elision</p>	
<p>Y5 Sentence level features (including grammar and punctuation)</p> <p>To extend and upskill writing and develop over the year</p>	<p><i>Commas to mark clauses and fronted adverbials</i></p> <p>Brackets, dashes and commas for parenthesis</p> <p><i>Use of long sentences to enhance description or information</i></p> <p><i>Short sentence to move events on quickly</i></p> <p><i>Prepositions</i></p> <p><i>Proper nouns</i></p> <p><i>Dialogue - verb + adverb</i></p> <p>Secure use of simple/embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Expanded -ed clauses as starters e.g. encouraged by the bright weather, Jane...</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw...</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p>	<p><i>Short sentence to move events on quickly</i></p> <p><i>Use of long sentences to enhance description or information</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p> <p><i>Standard English for verb inflections instead of local spoken forms</i></p> <p><i>Use of long sentences to enhance description or information</i></p> <p><i>Commas to mark clauses and fronted adverbials</i></p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Elaboration of starters using adverbial phrases</p> <p>Use of rhetorical questions</p> <p>Moving sentence chunks (how, when, where) for different effects</p>	<p><i>Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity</i></p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Expanded -ed clauses as starters</p> <p>Drop in -ed clause e.g. Poor Tim, exhausted by so much effort, ran home</p> <p>Dashes</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Stage directions in speech (speech + verb + action)</p>	<p><i>Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity</i></p> <p><i>Prepositions</i></p> <p><i>Comparatives and superlative adjectives</i></p> <p><i>The grammatical difference between plural and possessive s</i></p> <p><i>Commas to mark clauses and fronted adverbials</i></p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Elaboration of starters using adverbial phrases</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Brackets, dashes and commas for parenthesis</p>	<p><i>Standard English for verb inflections instead of local spoken forms</i></p> <p><i>Use of a simile at the start of a sentence</i></p> <p><i>Commas to mark clauses and fronted adverbials</i></p> <p><i>Full punctuation for direct speech</i></p> <p><i>Short sentence to move events on quickly</i></p> <p><i>Sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat</i></p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Elaboration of starters using adverbial phrases</p> <p>Drop in -ed clause</p> <p>Moving sentence chunks (how, when, where) for different effects</p> <p>Use of modal verbs to indicate degrees of possibility</p>	<p><i>Repetition to persuade</i></p> <p><i>Proper nouns</i></p> <p><i>Comparatives and superlatives</i></p> <p><i>Apostrophes to mark singular and plural possession</i></p> <p>Develop complex sentences using main and subordinate clauses and the full range of conjunctions</p> <p>Use of rhetorical questions</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Colons</p>

	Use of commas to clarify meaning or avoid ambiguity	Use of modal verbs to indicate degrees of possibility Developed use of technical language Dashes			Brackets, dashes and commas for parenthesis	
Y6 Sentence level features (including grammar and punctuation) To extend and upskill writing and develop over the year	Noun phrases <i>Brackets, dashes, commas for parenthesis.</i> Use of colon to introduce a list Subordinating and coordinating conjunctions. <i>Drop in -ed clause.</i> <i>Move sentence chunks around for different effect.</i> <i>Stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief.</i> Secure use of simple/embellished simple sentences. Secure use of compound sentences and complex sentences. Subordinating and coordinating conjunctions.	<i>Stage directions in speech e.g. "Stop!" he shouted, picking up the stick and running after the thief.</i> <i>Brackets, dashes, commas for parenthesis.</i> <i>Colons</i> <i>Use of commas to clarify meaning or avoid ambiguity</i> Active/ Passive Use of colon to introduce a list Use semi-colons within lists. Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information. Shifts in formality.	<i>Expanded -ed clauses as starters</i> <i>Adverbial phrases to start sentences.</i> <i>Relative clauses.</i> How hyphens can be used to avoid ambiguity (e.g. man-eating shark vs man-eating shark) Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.	Developed use of rhetorical questions for persuasion. Shifts in formality. Subordinating and coordinating conjunctions Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.	<i>Sentence reshaping techniques (e.g. lengthening or shortening sentence for meaning or effect)</i> Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma. How hyphens can be used to avoid ambiguity (e.g. man-eating shark vs man-eating shark)	<i>Modal Verbs</i> Formal/informal styles of writing Use of subjunctive in formal writing (e.g. If I were you). Active/ Passive Developed use of rhetorical questions for persuasion. Use of colon to introduce a list Use semi-colons within lists.
Y5 Spoken Language - develop skills over the year	Use relevant strategies to build their vocabulary	Use spoken language to develop understanding through speculating,	Use relevant strategies to build their vocabulary	Articulate and justify answers, arguments and opinions	Use relevant strategies to build their vocabulary	Articulate and justify answers, arguments and opinions

	<p>Participate in discussions, presentations, performances, role play/improvisations and debates - own poetry</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates - Christmas production</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p>
<p>Y 6 spoken language- continue to develop skills</p>	<p>Use relevant strategies to build vocabulary.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates - own poetry</p> <p>Give well-structured descriptions and narratives for different purposes.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates - Christmas production</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use relevant strategies to build vocabulary.</p>	<p><i>Developed use of technical vocab</i></p> <p>Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)</p> <p>Give well-structured explanations for different purposes.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Ask relevant questions to extend their understanding and knowledge. Difference between vocab typical in informal/formal speech (e.g said versus reported, alleged)		Speak audibly and fluently with an increasing command of Standard English.		
Y5 Reading - develop skills linked to key texts and developed through Headstart comprehensions	Retrieve, record and present information from non-fiction Asking questions to improve their understanding Word meaning in context Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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 Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Asking questions to improve their understanding	Identifying and discussing themes and conventions in and across a wide range of writing Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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	Identifying and discussing themes and conventions in and across a wide range of writing Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Participate in discussions about books 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	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 Learning a wider range of poetry by heart Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Participate in discussions about books	Identifying how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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.

	Provide reasoned justifications for their views.					
Y6 Reading Continue to use key texts and Headstart to develop skills	<p>Retrieve, record and present information from non-fiction.</p> <p>Word meaning in context</p> <p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.</p> <p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Learn a wide range of poetry by heart.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Explain and discuss their understanding of what they have read including through formal presentations and debates.</p> <p>Provide reasoned justification for their views.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>

Words in Context	The main ideas	Features of texts
Marking homework	The Eiffel tower	A moving toy
Aladdin is ingenious	The statue of Liberty	Features of fables
New words for old	Ideas about music	The teams
Who's got it right?	School days	Features of texts and meaning
Our hobbies	The evolution of football	Local news report
Word swapping	Summarising Main ideas	Plastic bags
In the doghouse	Henry the VIII	Robots: A balanced view
Word choices	News headlines- Rosa Parks	Words that capture the reader's imagination
Explaining words in context	The endurance of Shackleton	Look at the moon
Missing words	Details that support the main idea	Where do superheroes shop?
If I met a snake	Science headlines	Blockbuster
Sun, <u>earth</u> and moon	Our science lessons	A rollercoaster of persuasion
Rhinos	Pumpkins	Explaining how words and phrases enhance meaning
Retrieving and recording Information	Inferences	What is the author up to?
Island retreats	Legendary lives	Themes and conventions
Planetary facts	On the phone	Fire!
Boudicca who's who?	Grandpa and a cat called Alice- part 1	Complete the picture
Drums and drumming	Grandpa and a cat called Alice- part 2	Witness statements
The horse trainer	Justifying inferences with evidence	Making comparisons
The tower of London	Body language	The carol service
Walter Raleigh	First woman in space	Raven reviews
Fact and opinion	Predicting what might happen	
Wanted	What's next?	Year 5 tests
Vultures	How do things turn out?	The Old Toyshop / A History of Time / Some Time Underground
Game reviews	Pets and pests	The Voyage of the Beagle / The Ring of Fire / The Aliens are Already Here
Chinese New Year	What if?	Secrets of the Woods / The Jurassic Coast / A Whale of a Tale

Words in Context	Summarising the main ideas	Features of texts and meaning
I know what you mean	Subheadings	The school letter
On the run	Losing the plot	Driverless cars
Track down the synonyms	What's the point	
Word association	Anti-bullying assembly	Words that capture the reader's imagination
Holiday talk	Details that support the main idea	Victims of the Pharaoh's curse
The science lesson	An eye for detail	Celebrity interview
The case of the kidnapped camelopard	Scientific ideas	Examination blues
Explaining words in context	Summer festival	The chase
Vexing vocabulary	Your daily cards	A talent for talking
Using the wrong (<u>worms</u>) words	Inferences	Explaining how words and phrases enhance meaning
Retrieving and recording Information	Riddles	Words for sale
The railway age	Saying one thing and meaning another	Mad about metaphors
Web links: spiders	Sherlock's not home	Themes and conventions
Howard Carter: biography of an archaeologist	A penny for your thoughts	Superheroes
The Indus valley	Medieval fantasy	Another world
Emmeline Pankhurst	Justifying inferences with evidence	Making comparisons
The life of a forest	Between the lines	Restaurant reviews
Fact and opinions	Queen of the air	An eclipse of the sun
Pluto and new horizons	Predicting what might happen	Year 6 tests
The eccentric artist	Then what did they say	Buffalo Bill's Wild West / The Industrial Revolution / Let Them Eat Cake
The end of year concert	Futurist movies	The Wildlife-friendly Garden / The Artist's Garden / Microorganisms
What the actors thought	Then what do I do now?	The Mystery of the Mary Celeste / The Unsinkable Titanic / Narrow Escape
The main idea	Features of texts	
The Shang Dynasty	Rainbows	
The sporting life	Text detective	
Pantomime	Argument	
Bees		

National Curriculum statutory objectives and requirements

At the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Spoken
language skills
will develop
over years 1-6

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.

Handwriting /
presentation

Pupils should be taught to:

write legibly, 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.

Composition

Pupils should be taught to:

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.

Year 5/ 6 spelling outcomes

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.

Vocabulary, Grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) 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

Word reading

Pupils should be taught to:

- 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.

Comprehension

Pupils should be taught to:

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.

