

Literacy Overview linked to 8 Paragon Units

Y6

Units are generally 5 weeks long. Spend approximately 2 on non-fiction, 2 on Narrative and 1 on poetry (this is only a guide and can be adjusted)

This overview is what is to be taught in Literacy lessons but linked to Paragon. It is where you teach the style of the text through reading examples and how to write this type of text. However, you can use any of the text types in other curriculum areas.

1	<p>Non-Fiction Text /Progression/Examples</p>	<p>Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing</p>	<p>Poetry</p>
	<p>Reports Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <ul style="list-style-type: none"> • Leaflet, • poster, • booklet, • class Big Book, • Using ICT to publish, • PowerPoint presentation, multi-modal text, such as a spider gram, or in clouds, bubbles or boxes. • Like a page from an encyclopaedia, film 	<p>Compare the structure and features of a story with its film or TV adaptation. Look for different ways that information is revealed or events are presented, (e.g.) dreams, flashbacks, letters. Consider when a story was first published and discuss the audience that the author had in mind, e.g. children reading a classic text published in the last century. Recognise that the narrative viewpoint can be changed when adapting for film. Discuss the effect that this has on the story and the reader's/ viewer's response. Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc. Compare settings in stories and film. Analyse changes of scene in stories, films and plays, discuss their timing and the effect on characters and events.</p>	<p><u>subject matter and theme</u> interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p>

<p>Unit 1</p> <p>NC Obs</p>	<p><u>Comprehension skills</u></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>5, retrieve, record and present information from non-fiction;</p> <p>8, provide reasoned justifications for their views</p>	<p><u>Comprehension skills</u></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>2c, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>2d, predicting what might happen from details stated and implied;</p> <p>3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><u>Comprehension skills</u></p> <p>1a, continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>2f, identifying how language, structure and presentation contribute to meaning;</p> <p>3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p><u>Composition Skills</u></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>2d, using a wide range of devices to build cohesion within and across paragraphs;</p> <p>2e, using further organisational and presentational devices to structure text and guide the reader</p> <p>3c, ensuring the consistent and correct use of tense throughout writing;</p> <p>3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>	<p><u>Composition Skills</u></p> <p><i>Planning a story, considering characters, setting, plot and audience</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>1b, noting and developing initial ideas, drawing on reading and research where necessary</p> <p>1c, in writing narratives, considering how authors have developed characters and settings in what they have read;</p> <p>2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;</p> <p>2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>	<p><u>Composition Skills</u></p> <p><i>Possibly using personification in poetry and why this, and other types of figurative language is effective</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;</p> <p>2e, using further organisational and presentational devices to structure text and to guide the reader;</p>

choosing the appropriate register	2e, using further organisational and presentational devices to structure text and to guide the reader – possibly play scripts	3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p> <p>using modal verbs or adverbs to indicate degrees of possibility;</p> <p>using expanded noun phrases to convey complicated information concisely;</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p> <p>Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].</p> <p>Indicate grammatical and other features by:</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p>		

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

endings which sound like /ʃəs/ spelt –cious or –tious

Not many common words end like this.

If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.*

Exception: *anxious.*

Example words

vicious, precious, conscious, delicious, malicious, suspicious

ambitious, cautious, fictitious, infectious, nutritious

AND

Endings which sound like /ʃəl/ - cial and tial

–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.

Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).

Example words - official, special, artificial, partial, confidential, essential

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

2	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Discussion Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> – summarise different sides of an argument – clarify the strengths and weaknesses of different positions – signal personal opinion clearly – draw reasoned conclusions based on available evidence <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> – summarising fairly the competing views – analysing strengths and weaknesses of different positions – drawing reasoned conclusions where appropriate – using formal language and presentation as appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> • investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition • build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p> <ul style="list-style-type: none"> • A newspaper or magazine article with 	<p>Transform narrative writing into a script and perform as a short dramatised scene.</p> <p>Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Describe a setting by referring to all the senses. Vary sentence length to achieve particular effects and include complex sentences where appropriate. Use dialogue at key points to move the story on or reveal new information.</p>	<p><u>language use; style</u> explain the impact of figurative and expressive language, including metaphor;</p>

	<ul style="list-style-type: none"> • pictures and photographs. • Bullet points in two or more columns. • A leaflet. • A flyer. • A debate. • An interview with people of opposing points of view. • A letter. 		
2 NC Obs	<p><u>Comprehension skills</u></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>4, distinguish between statements of fact and opinion;</p> <p>5, retrieve, record and present information from non-fiction;</p> <p>8, provide reasoned justifications for their views</p>	<p><u>Comprehension skills</u></p> <p>1a, identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>2b, asking questions to improve their understanding;</p> <p>2c, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>2d, predicting what might happen from details stated and implied.</p>	<p><u>Comprehension skills</u></p> <p>1a, continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>2b, asking questions to improve their understanding,</p> <p>2c, drawing inferences,</p> <p>2f, identifying how language, structure and presentation contribute to meaning</p> <p><i>Focus on inference, asking questions to improve understanding, looking at the language, rhyme scheme and structure of the poems.</i></p>
	<p><u>Composition Skills</u></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p>	<p><u>Composition Skills</u></p> <p><i>Planning a story, considering characters, setting, plot and audience</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>1b, noting and developing initial ideas, drawing on</p>	<p><u>Composition Skills</u></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>2a, selecting appropriate grammar</p>

<p>2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings in what they have read; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>	<p>and vocabulary, understanding that such choices can change and enhance meaning; 2e, using further organisational and presentational devices to structure text and to guide the reader; 3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p> <p>using modal verbs or adverbs to indicate degrees of possibility;</p> <p>using expanded noun phrases to convey complicated information concisely;</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p>		

Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech].

Indicate grammatical and other features by:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

Homophones and other words that are often confused.

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**. Example words - advice/advise device/devise licence/license practice/practise prophecy/prophecy

More examples:

aisle: a gangway between seats (in a church, train, plane). isle: an island.

aloud: out loud. allowed: permitted.

affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).

altar: a table-like piece of furniture in a church. alter: to change.

ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).

bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.

cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).

descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.

draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.

farther: further father: a male parent

guessed: past tense of the verb guess guest: visitor

heard: past tense of the verb hear herd: a group of animals

led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)

morning: before noon mourning: grieving for someone who has died

past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)

precede: go in front of or before proceed: go on

principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief

profit: money that is made in selling things prophet: someone who foretells the future

stationary: not moving stationery: paper, envelopes etc.

steal: take something that does not belong to you steel: metal

wary: cautious weary: tired

who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
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- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

3	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Explanations Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate. <ul style="list-style-type: none"> • A leaflet • A flow chart. • Poster • Concertina book. • Part of a non-chronological text. • Multimodal text such as a life cycle. • Page from an encyclopaedia. • Series of photographs with captions and labels. 	Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and connectives. Review more complex narrative structures and those with non-linear chronology. Plan and write a short story with non-linear chronology, e.g. using flashbacks. Arrange paragraphs carefully and use a range of connectives to signal that the narrative is moving back or forward in time. Consider how style is influenced by the intended audience and consider author's use of language. Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes. Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader.	<i>pattern</i> comment on poems' structures and how these influence meaning
3 NC Obs	<u>Comprehension skills</u> 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 5, retrieve, record and present information from non-fiction; 8, provide reasoned justifications for their views	<u>Comprehension skills</u> 1a, identifying and discussing themes and conventions in and across a wide range of writing; 2b, asking questions to improve their understanding; 2c, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2e, summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<u>Comprehension skills</u> 1a, continuing to read and discuss and increasingly wide range of ... Poetry; 2b, asking questions to improve understanding; 2c, drawing inferences; 2f identifying how language, structure and presentation contribute to meaning

<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p><u>Composition Skills</u> <i>Planning a story, considering characters, setting, plot and audience</i> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1b, noting and developing initial ideas, drawing on reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings in what they have read; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2e, using further organisational and presentational devices to structure text and to guide the reader; 3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p>		

using modal verbs or adverbs to indicate degrees of possibility;

using expanded noun phrases to convey complicated information concisely;

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;

Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech].

Indicate grammatical and other features by:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

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Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

Words ending in ant/ance/ancy - Use **-ant** and **-ance/-ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **-ation** endings are often a clue.

Example words

observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)

AND

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation)

Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch*. Example words - doubt, island, lamb, solemn, thistle, knight

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates

- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

4	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Instructions In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.</p> <ul style="list-style-type: none"> • A step-by-step list of instructions with diagrams to help the reader. • A flow-chart with numbered steps and diagrams. • A booklet to put in a game. • A demonstration video. • A Big Book of recipes or craft projects. 	<p>Analyse examples of dialogue that are typical of a particular genre.</p> <p>Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using expressive of figurative language, describing a character's response, adding details of sights and sounds.</p> <p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</p> <p>Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information. Create a typical setting and characters for the genre using expressive language and building up small details.</p>	<p><u>use of voice:</u> vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form</p>

<p>4 NC Obs</p>	<p><u>Comprehension skills</u> 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 2f, identifying how language, structure and presentation contribute to meaning; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; 5, retrieve, record and present information from non-fiction.</p>	<p><u>Comprehension skills</u> 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied, 3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><u>Comprehension skills</u> 1a, continuing to read and discuss and increasingly wide range of ... Poetry; 2b, asking questions to improve understanding; 2c, drawing inferences; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p><u>Composition Skills</u> <i>Planning a story, considering characters, setting, plot and audience</i> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1b, noting and developing initial ideas, drawing on reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings in what they have read; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2e, using further organisational and presentational devices to structure text and to guide the reader; 3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

Vocabulary, grammar and punctuation

Develop their understanding by:

recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;

recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example *find out/discover, ask for/request, go in/enter*;

seeing how words are related by meaning as synonyms and antonyms – for example *big, large, little*

using passive verbs to affect the presentation of information in a sentence - for example, *I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)*;

using the perfect form of verbs to mark relationships of time and cause;

using modal verbs or adverbs to indicate degrees of possibility;

using expanded noun phrases to convey complicated information concisely;

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;

Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech].

Indicate grammatical and other features by:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast, or as a consequence*], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

Words ending in ent/ence/ency

Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ε/ sound in the right position.

Example words

innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)

There are many words, however, where the above guidance does not help. These words just have to be learnt.

Example words

assistant, assistance, obedient, obedience, independent, independence

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

5	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	<p>Persuasion Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience <p>Orally and in writing, construct effective persuasive arguments:</p> <ul style="list-style-type: none"> using persuasive language techniques to deliberately influence the listener. developing a point logically and effectively supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) anticipating possible objections harnessing the known views, interests and feelings of the audience tailoring the writing to formal presentation where appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... <p>Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to</p>	<p>Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily. Identify common elements of an author's style and then make comparisons between books. Consider response to narrative voice when evaluating a book, e.g. sympathising with the narrator's point of view; agreeing or disagreeing with their judgements about other characters.</p> <p>Express opinions about favourite characters and discuss what makes them appealing. Compare and contrast different responses to the same character.</p> <p>Plan and write a complete story in the style of an author. Select features of narrative structure typical of the author. Create a typical setting and characters in the style of the author</p>	<p><u>presentation</u> use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT</p>

	<p>choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p> <ul style="list-style-type: none"> • A letter. • A leaflet. • A poster. • A newspaper or magazine article. • A radio jingle. • A video recording. • An oral presentation. • An advertisement. 		
5 NC Obs	<p><u>Comprehension skills</u> 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2f, identifying how language, structure and presentation contribute to meaning; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; 5, retrieve, record and present information from non-fiction.</p>	<p><u>Comprehension skills</u> 1a, identifying and discussing themes and conventions in and across a wide range of writing; 2b, asking questions to improve their understanding; 2c, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2e, summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><u>Comprehension skills</u> 1a, continuing to read and discuss an increasingly wide range of ... poetry; 2b asking questions to improve their understanding; 2c drawing inferences; 2f identifying how language, structure and presentation contribute to meaning.</p>
	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and</p>	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1b, noting and developing initial ideas, drawing on reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings in what they have read;</p>	<p><u>Composition Skills</u> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and</p>

<p>presentational devices to structure text and guide the reader; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>enhance meaning; 2e, using further organisational and presentational devices to structure text and to guide the reader; 3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p> <p>using modal verbs or adverbs to indicate degrees of possibility;</p> <p>using expanded noun phrases to convey complicated information concisely;</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p> <p>Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech].</p>		

Indicate grammatical and other features by:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Words from the 5/6 word list <p>AND Words ending in able/ably Words ending in -ably and -ibly</p> <p>The -able/-ably endings are far more common than the -ible/-ibly endings – <u>Example words</u> - adorable/adorably (adoration),</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. <u>Example words</u> - applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending. <u>Example Words</u> - changeable, noticeable, forcible, legible</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. <u>Example words</u> - dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>). <u>Example words</u> - possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p><u>Handwriting and Presentation</u></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use and deciding whether or not to join letters.</p> <p>Choosing the writing implement best suited to the task.</p>
<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none"> • Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

6	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Recounts Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate. <ul style="list-style-type: none"> • letter • postcard • diary entry • news report • biography • autobiography • oral presentation 	Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others – continue to unit 7	<u>original playfulness with language and ideas;</u> use language imaginatively to create surreal, surprising, amusing and inventive poetry;

<p>6 NC Obs</p>	<p><u>Comprehension skills</u> 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 2f, identifying how language, structure and presentation contribute to meaning; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; 5, retrieve, record and present information from non-fiction.</p>	<p><u>Comprehension skills</u> 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied, 3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><u>Comprehension skills</u> 2f identifying how language, structure and presentation contribute to meaning.</p>
	<p><u>Composition Skills</u> <i>Understand the sort of information that is included in a biography. Write a short biography/autobiography.</i> 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>	<p><u>Composition Skills</u> <i>Writing a longer fiction passage</i> Composition 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1b, noting and developing initial ideas, drawing on reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; 2d, using a wide range of devices to build cohesion within and across paragraphs;</p>	<p><u>Composition Skills</u> Composition 1a, identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1b, noting and developing initial ideas, drawing on reading and research where necessary; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>

<p>choosing the appropriate register.</p>	<p>3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p> <p>using modal verbs or adverbs to indicate degrees of possibility;</p> <p>using expanded noun phrases to convey complicated information concisely;</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p> <p>Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].</p> <p>Indicate grammatical and other features by:</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the</p>		

use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

Adding suffixes beginning with vowel letters to words ending in –fer

The r is doubled if the –fer is still stressed when the ending is added. Example words - referring, referred, referral, preferring, preferred, transferring, transferred

The r is not doubled if the –fer is no longer stressed. Example words - reference, referee, preference, transference

AND

Words containing the letter-string ough

ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

Example words

ought, bought, thought, nought, brought, fought

rough, tough, enough

	<p>cough though, although, dough through thorough, borough plough, bough</p>
	<p><u>Handwriting and Presentation</u> Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use and deciding whether or not to join letters.</p> <p>Choosing the writing implement best suited to the task.</p>
	<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none">• Listen and respond to adults appropriately• Ask relevant questions• 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, staying on topic• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas• Speak audibly and fluently• Participate in discussions, presentations, performances, role play and debates• Gain, maintain and monitor the interest of the listener• Consider and evaluate different viewpoints• Select and use appropriate registers for effective communication

7	Non-Fiction Text /Progression/Examples	<p>Narrative</p> <p>Story structure</p> <p>Viewpoint: author; narrator</p> <p>Character & dialogue</p> <p>Setting</p> <p>Telling stories</p> <p>Writing</p>	Poetry
	Reports (revisit, as at start of year)	<p>Continue from unit 6 - Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others</p>	<p><u>detailed recreation of closely observed experience:</u> use simple metaphors and personification to create poems based on real or imagined experience;</p>
7	<p><u>Comprehension skills</u></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>4, distinguish between statements of fact and opinion;</p> <p>5, retrieve, record and present information from non-fiction;</p> <p>8, provide reasoned justifications for their views</p>	<p><u>Comprehension skills</u></p> <p>1c, increasing their familiarity with a wide range of books, including ... fiction from our literary heritage,</p> <p>2b asking questions to improve their understanding;</p> <p>2c drawing inferences,</p> <p>2d, predicting what might happen from details stated and implied,</p> <p>3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><u>Comprehension skills</u></p> <p>1a, continuing to read and discuss and increasingly wide range of ...</p> <p>Poetry;</p> <p>2b, asking questions to improve understanding;</p> <p>2c, drawing inferences;</p> <p>2f identifying how language, structure and presentation contribute to meaning</p>
NC Obs	<p><u>Composition Skills</u></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>2a, selecting appropriate grammar and</p>	<p><u>Composition Skills</u></p> <p><i>Writing a longer fiction passage</i></p> <p>Composition 1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p>	<p><u>Composition Skills</u></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their</p>

<p>vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>1b, noting and developing initial ideas, drawing on reading and research where necessary 1c, in writing narratives, considering how authors have developed characters and settings; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; 2d, using a wide range of devices to build cohesion within and across paragraphs; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>own; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning; 2e, using further organisational and presentational devices to structure text and to guide the reader; 3b, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding by:</p> <p>recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms;</p> <p>recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – for example <i>find out/discover, ask for/request, go in/enter</i>;</p> <p>seeing how words are related by meaning as synonyms and antonyms – for example <i>big, large, little</i></p> <p>using passive verbs to affect the presentation of information in a sentence - for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>;</p> <p>using the perfect form of verbs to mark relationships of time and cause;</p>		

using modal verbs or adverbs to indicate degrees of possibility;

using expanded noun phrases to convey complicated information concisely;

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;

Using the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech].

Indicate grammatical and other features by:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Using commas to clarify meaning or avoid ambiguity in writing.

Using brackets.

Using dashes, colon and semicolons – for example, *It's raining; I'm fed up*

Punctuation of bullet points to list information

Use of the colon to introduce a list and use of semi-colons within lists

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling

- Words from the 5/6 word list

AND

Use of the hyphen - Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Example words - co-ordinate, re-enter, co-operate, co-own.

AND

Words with the /i:/ sound spelt ei after c

The 'i before e except after c' rule applies to words where the sound spelt by **ei** is /i:/. Example words - deceive, conceive, receive, perceive, ceiling

Exceptions: *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

	<ul style="list-style-type: none"> • Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication 		
8	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Revisit a Text Type that was a weakness.	Revisit a unit that was a weakness.	<i>using different patterns</i> select pattern or form to match meaning and own voice
8	<u>Comprehension skills</u> Revisit skills that are a weakness	<u>Comprehension skills</u> Revisit skills that are a weakness	<u>Comprehension skills</u> Revisit skills that are a weakness
NC Obs	<u>Composition Skills</u> Revisit skills that are a weakness	<u>Composition Skills</u> Revisit skills that are a weakness	<u>Composition Skills</u> Revisit skills that are a weakness
	<u>Vocabulary, grammar and punctuation</u> Revisit skills that are a weakness		

Spelling

Revisit skills that are a weakness

Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication