

Reading



The reading objectives below should be covered throughout the entire year. Each should be consolidated and refreshed continually during literacy lessons, through a wide range of texts and activities, resulting in engaging, varied writing outcomes.

Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ reading books that are structured in different ways and reading for a range of purposes
- ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ✓ recommending books that they have read to their peers, giving reasons for their choices
- ✓ identifying and discussing themes and conventions in and across a wide range of writing
- ✓ making comparisons within and across books
- ✓ learning a wider range of poetry by heart
- ✓ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read in books read independently by:

- ✓ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ✓ asking questions to improve their understanding of a text
- ✓ 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

- ✓ identifying main ideas drawn from more than one paragraph and summarising these
- ✓ identifying how language, structure, and presentation contribute to meaning
- ✓ discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- ✓ distinguishing between statements of fact and opinion
- ✓ retrieving, recording and presenting information from non-fiction
- ✓ participating 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
- ✓ explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ✓ providing reasoned justifications for their views.

Word reading

Pupils should be taught to:

- ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the spelling and vocabulary medium-term plans, both to read aloud and to understand the meaning of new words that they meet.

Notes and guidance

- The focus should continue to be on comprehension as the primary element of reading. Children should be taught to: recognise themes (e.g. triumph of good over evil), learn conventions of different types of writing (e.g. the use of headings in instructions), and apply skills taught previously to read for different reasons (e.g. for pleasure or to find out information).

Writing



The writing objectives below are best taught as part of a unit of work during the 'plan', 'draft and write', 'evaluate and edit' and 'read aloud and perform' sections of a unit of work. Teachers should refer to these objectives during every unit of work and across a range of writing.

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

Pupils should be taught to 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 (e.g. headings, bullet points, underlining)

Pupils should develop 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

- ✓ proofreading for spelling and punctuation errors
- ✓ performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting

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.

Grammar and punctuation

Develop their understanding of the concepts set out in the English Appendix 2 (page 58) 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 Year 5 on pages 24, 26 and 28.

Spoken language



In Years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Pupils should:

- ✓ 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.

Notes and guidance

- These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.
- Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.
- Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.
- Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Grammar and punctuation

Teaching strategies

'The grammar of our first language is learned naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking (see strategies below). Once pupils are familiar with a grammatical concept (e.g. 'modal verb'), they should be encouraged to apply and explore this concept in the grammar of their own speech and writing, and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.'

National Curriculum English Appendix 2: Vocabulary, grammar and punctuation



Apply in reading

Teachers should analyse the paragraph structure (e.g. devices used to build cohesion), vocabulary and the grammar for the year group in reading whole texts and books. This will enable pupils to see how grammar works in context. For example, how does the use of the **adverb**, *perhaps* in the sentence: *perhaps there was someone there?* help to build tension within the text?



Apply in writing

Teachers should model the use of adverbials, conjunctions and pronouns to help paragraphs to flow (cohesion) in whole class shared writing. E.g. Teacher: 'I am using an adverbial of time now to help my paragraph to flow. Can anyone think of another one?' Pupils can then use the models from reading to support them to apply their grammar and punctuation into their own writing.



Apply in spoken language

Depending on the type of spoken language, pupils should be encouraged to speak audibly and fluently with an increasing command of Standard English.

See the example units of work (page 30-54) for how to embed grammar and punctuation into teaching.

At-a-glance text types

Grammar focus	Suggested writing opportunities
Modal verbs	Argument Information Report Persuasion Advice
Adverbs of possibility	Narrative Recount Argument Report Persuasion
Relative clauses	Narrative Recount Report Information
Present and past perfect form (have/has/had)	Recount Explanation

Spelling and vocabulary

Curriculum objectives

Spelling and vocabulary breakdown

The table below separates the Year 5 and 6 National Curriculum Spelling Appendix into separate year groups. These are not separated in the English Programmes of Study but this is designed to support teachers with progression and coverage. The medium-term plans are designed to be flexible, and teachers can introduce content earlier or later in the term depending on their classes. They can also look at the year group above or below so long as the work is covered by the end of the key stage.

Year 5	Year 6
Converting nouns or adjectives into verbs using suffixes (-ate, -en, -ise, -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
-tious and -cious endings	Use of the hyphen
-cial and -tial endings	Adding suffixes beginning with vowel letters towards ending in -fer
-able and -ible endings	The 'i' before 'e' except after 'c' rule
-ably and -ibly endings	Homophones and near-homophones
Silent letters	Revision work from Key Stage 2
Words containing the letter string '-ough'	Spelling strategies
Homophones and near-homophones	Statutory word list
Spelling strategies	
Statutory word list	

Teachers have the flexibility to teach spellings from both Year 5 and Year 6

Spelling and vocabulary

Teaching strategies

How to teach the statutory word list

- Use the strategy:

Look and Say	Cover	Write	Check
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- **Using syllables**

Breaking words into syllables can support pupils with memory strategies. Every syllable must have a vowel but 'y' can act as a vowel sound in words, e.g. it makes the /ie/ (*fly*), /i/ (*Egypt*) and /ee/ (*necessary*) sounds. E.g. *i-den-ti-ty*, *ha-rass*, *fre-quent-ly*, *oc-cur*.

- **Unstressed vowels**

There are many words in the English language that contain vowels that we cannot hear or that are unclear. It might help if the pupils identify them in words, e.g. in the word 'bruise', the 'i' and 'e' are silent.

- **Words within words**

This strategy is particularly helpful for words that contain unstressed vowels. E.g. in the word 'separate', there is 'a rat': *separate*. In the word 'vegetable', there is 'get a': *vegetable*.

- **Mnemonics**

Creating a mnemonic for tricky words can help pupils to spell them. E.g. 'rhythm' – *rhythm has your two hips moving, or rhythm has your toes hopping madly. Encourage pupils to write their own mnemonics for words that they find tricky.*

- **Double consonants**

If a word has a short vowel sound, it generally has double consonants before the end of the word. E.g. in the word 'difficult', the 'i' has a short vowel sound each time, and in the word 'hammer', the first 'a' has a short vowel sound.

- **Dictionary work**

Look up the meanings of words in the statutory word list and encourage pupils to apply them to their writing.

- **Investigation work**

Encourage pupils to discover and create their own rules for spellings.

The statutory word list can also be learned alongside weekly spelling lessons.

Notes and guidance (non-statutory)

The statutory word list can be taught alongside spelling each week (see the example spelling lesson (page 20-21). However, some words can be taught discretely, e.g. the 'c' makes an /s/ sound (Key Stage 1 review) can be explicitly taught using the words in the word list. Learning about unstressed vowels is not mentioned in the National Curriculum Spelling Appendix 1 but there are enough words to teach this discretely using the statutory word list. Some of the words have been embedded into other rules (these

words are shown with an asterisk), e.g. the /ai/ sound spelled 'ey', 'ei' or 'eigh' is a spelling rule for Years 3 and 4 but words with these spellings also appear in the statutory word list. Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learned in this way, longer words can be spelled correctly, if the rules and guidance for adding prefixes and suffixes are also known.