

English Long Term Planning Document

Year One							
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Fiction Genre							
Non-fiction Genre							
	Writing skills			Reading skills			
Age related expectations	<ul style="list-style-type: none"> Orally rehearse sentences before writing Demarcate most sentences using a full stop Demarcate most sentences using a capital letter Join words using 'and' Use 'and' to join simple sentences Use a capital letter for proper nouns Write sequences of linked sentences Generally use the present and past tense accurately Begin to demarcate sentences using question marks Sequence sentences to form short texts Begin to use some features of standard English Begin to demarcate sentences using exclamation marks Spell compound words correctly most of the time Spell most of the Y1 common exception words Spell words with the range of Y1 phonemes mostly correctly Add -er, -ed, -ing, -est to words where no change to the root word is needed Add -es and -s to words to make plurals where no change to the root word is needed Spell the days of the week Use the prefix un- Form lower case letters of the correct size relative to one another Use some diagonal and horizontal strokes needed to join letters 			Oral	<ul style="list-style-type: none"> Link what they read or hear to their own experiences Orally retell known stories, linked to the Y1 range Recite some simple poems by heart e.g. <i>nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</i> Check that the text makes sense to them as they read and correct inaccurate reading Read aloud books matched to Y1 phonic knowledge 		
				Grammar	<ul style="list-style-type: none"> Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff; once upon a time; happily, ever after</i> Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries 		
				Response	<ul style="list-style-type: none"> Discuss a wide range of poems, stories and non-fiction beyond their independent reading level Demonstrate their understanding e.g. through role play, story mapping, discussion, drama Consider the key characteristics of familiar stories e.g. <i>good and evil characters, happy endings, happening in the past</i> Draw on what they already know to understand a text e.g. <i>through relating to their own experiences (linking learning about penguins to 'Happy Feet')</i> Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i> Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i> 		

	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	Organisation & research	<ul style="list-style-type: none"> Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where The Wild Things Are?'</i> <i>Why did they make Max king?</i> Identify the significance of the title and events in non-fiction Understand that non-fiction texts provide information Answer questions orally about a shared non-fiction text e.g. <i>what do penguins eat?</i>
		Word reading	<ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est Read words with contractions Accurately read aloud books that are consistent with their developing phonic knowledge
		Range	<ul style="list-style-type: none"> Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction
Greater Depth of Study	<ul style="list-style-type: none"> Use simple noun phrases Use because and but to join clauses Write effectively for a range of purposes and audiences Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading Consistently use editing and revising strategies to improve the quality and accuracy of their writing Consistently use vocabulary from across the curriculum in their writing Consistently apply Y1 spelling expectations across their writing 	<ul style="list-style-type: none"> An awareness of mistakes made when reading does not make sense. An ability to re-read a passage to ensure that comprehension is correct. Confident to read aloud in front of others. Express to someone my likes and dislikes related to a known story. Predict what happens next in familiar stories. A growing awareness of how non-fiction texts are organised. I can use illustrations as an important feature in helping me to read. Read accurately and confidently words of 2 or more syllables. Read a number of signs and labels in the environment drawing from my phonic knowledge when doing so. A wish to talk about favourite authors or genre of books. 	

Year Two							
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Fiction Genre							
Non-fiction Genre							
	Writing skills			Reading skills			
Age related expectations	ARE <ul style="list-style-type: none"> Write for a range of purposes and audiences based on personal experiences and high quality texts Use full stops and capital letters consistently Use sentences with different forms: statements Use noun phrases to describe and specify Use co-ordination (and/but/or/yet/so) Use sentences with different forms: questions Use question marks accurately Use a variety of simple pronouns (within IF criteria bullet point 1) Use the progressive form of verbs Use sentences with all different forms: commands Use subordination (when/if/that/because) to add extra information Use the present and past tenses correctly and consistently Use a variety of simple, compound and complex sentences (within IF criteria bullet point 5) 			Oral	Orally retell known stories, linked to the Y2 range Recite poems by heart, using intonation to make the meaning clear e.g. <i>The Sound Collector</i> (Roger McGough) <i>Walking With My Iguana</i> (Brian Moses) <i>Daddy Fell into the Pond</i> (Noyes) Read aloud books matched to Y2 phonic knowledge Check that the text makes sense to them as they read and correct inaccurate reading		
					Grammar	Discuss favourite words and phrases Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	

<ul style="list-style-type: none"> • Maintain stamina in longer pieces of writing (within IF criteria bullet point 1) • Use some features of standard written English (within IF criteria bullet points 1 and 4) • Evaluate their writing through discussion and make improvements to clarify the meaning and sense • Spell many / most of the Y2 common exception words and homophones • Spell many / most words with the range of Y2 phonemes mostly correctly • Add -er, -ed, -ing, -est to words where a change to the root word is needed • Add -ies to words to make plurals where a change to the root word is needed • Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing • Read their writing aloud with intonation to make the meaning clear • Use a dictionary • Use sentences with different forms: exclamations 	<p>Response</p> <p>Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently</p> <p>Express a single point of view about a text</p> <p>Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)</p> <p>Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again</p> <p>Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own</p>
	<p>Organisation & research</p> <p>Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end</p> <p>Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions</p> <p>Use titles, headings, pictures and blurbs to locate relevant information</p> <p>Use scanning to locate a single piece of information, in response to questions from the teacher</p> <p>Recognise and understand the structure of the non-fiction texts used</p> <p>List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions</p>
	<p>Word reading</p> <p>Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <u>too</u>, <u>chew</u>, <u>shoe</u>, <u>blue</u></p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words</p> <p>Read accurately words of two or more syllables</p> <p>Read words containing common suffixes e.g. -ment, -less, -ful, -ness</p> <p>Automatically read unfamiliar words accurately and without undue hesitation when reading aloud</p> <p>Read fluently and confidently in line with the Y2 range</p>
	<p>Range</p> <p>Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently</p>

<p>Greater Depth of Study</p>	<ul style="list-style-type: none"> • Use commas in lists • Use exclamation marks as an indication to the reader • Use apostrophes for contractions • Use apostrophes for singular possession • Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations • Spell most of the Y2 common exception words and homophones • Spell most words with the range of Y2 phonemes mostly correctly • Use joined handwriting most of the time • Spell words with the suffixes -ment, -ness, -less, -ful, -ly • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y2 in a range of <ul style="list-style-type: none"> • independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y2 spelling expectations across their writing 		<ul style="list-style-type: none"> • When reading aloud I can improve my meaning through my expression and intonation. • I can identify and comment on the main characters in stories and the way they relate to one another. • I can self-correct, look backwards and forwards in the text and search for meaning. • I can comment on the way the characters relate to one another • I can make inferences on the basis of what is said and done. • I can predict what might happen on the basis of what has been read so far. • I know how suspense and humour are built up in a story, including the development of the plot. • I can make links between the book they are reading and other books they have read. • I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary. • I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.
<p>Interim Framework</p>	<p>WTS (Working towards) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing 	<p>WA (Working at) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses • segment spoken words into phonemes 	<p>GD (Greater depth) The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) • use the diagonal and horizontal strokes

	<ul style="list-style-type: none">• use spacing between words.	<p>and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <ul style="list-style-type: none">• spell many common exception words• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters• use spacing between words that reflects the size of the letters.	<p>needed to join some letters.</p>
--	--	--	-------------------------------------

Year Three						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Set Text						
Fiction Genre						
Non-fiction Genre						
	Writing skills			Reading skills		
Age related expectations	<ul style="list-style-type: none"> Write for a range of purposes and audiences based on personal experiences and high quality texts Use a or an correctly Use a range of adverbs, conjunctions and prepositions for time Use a range of adverbs, conjunctions and prepositions for place Use a range of adverbs, conjunctions and prepositions for cause Create plots in narratives with a clear opening, build up, dilemma, resolution, ending Create settings that are appropriate for the type of story/effect Describe characters in narratives Use the present perfect form of verbs Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences Use paragraphs to group related ideas Use a range of organisational features in fiction and non-fiction 			Oral	Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) Orally retell whole stories/sections of stories linked to the Y3 range Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	
				Grammar	Identify the language conventions of non-fiction in relation to the text type (see range) Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck Use age appropriate dictionaries to check the meanings of words	

	<ul style="list-style-type: none"> • Use commas in lists, apostrophes for contractions and singular possession • Demarcate direct speech with inverted commas (speech marks) • Consistently use features of standard English and explore when non-standard English could be used • Use nouns and pronouns to aid cohesion within sentences • Use a dictionary • Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • Spell many words from the Year 3-word list and use these accurately in their writing • Meet Y3 expectations from the chosen spelling scheme 	Response	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Express their views and listen to the views of others</p> <p>Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil</p> <p>Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?</p> <p>Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> <p>Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</p> <p>Justify inferences with a single piece of evidence from the text to support one specific point</p>
		Organisation & research	<p>Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</p> <p>Use contents and sub-headings to locate relevant information</p> <p>Identify a main topic to research, independently and through shared reading</p> <p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate pieces of information</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in</p> <p style="padding-left: 40px;">'Emily Brown and the Thing'</p> <p>Make notes from one source to capture key information about a topic</p> <p style="padding-left: 40px;">e.g. information about penguins' habitats through recording or highlighting sentences/key words</p>

		Word reading	Apply their knowledge of root words, prefixes and suffixes to read aloud Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
		Range	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
Greater Depth of Study	<ul style="list-style-type: none"> • Begin to demarcate speech with all necessary punctuation • Understand the concept of a main and subordinate clause • Begin to use commas to separate main and subordinate clauses • Secure use of paragraphing • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y3 spelling expectations across their writing 	<ul style="list-style-type: none"> • I can skim materials and note down different views and arguments. • I can justify predictions by referring to the story. • I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language. • I can read ahead to determine direction and meaning in a story. • I can investigate what is known about the historical setting and events and their importance to the story. • I can work out from the evidence in the text what characters are like. • I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively. • I can identify the way a writer sets out to persuade. • I can explore the relationship between a poet and the subject of a poem. 	

Year Four							
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Fiction Genre							
Non-fiction Genre							
	Writing skills			Reading skills			
Age related expectations	<ul style="list-style-type: none"> Write for a range of purposes and audiences based on personal experiences and high quality texts Use possessive pronouns Use noun phrases expanded with modifying adjectives Use noun phrases expanded with modifying nouns Use noun phrases expanded with prepositional phrases Use fronted adverbials for time, manner and place Use commas after fronted adverbials Describe plots in narratives, linking the end to the opening Develop settings linked to the genre and intended effect Develop characters in narratives Use paragraphs to organise ideas around a theme across the text Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs Use inverted commas and other punctuation accurately to mark speech Identify main and subordinate clauses 			Oral	<p>Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) Orally retell whole stories/sections of stories linked to the Y4 range Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>		
				Grammar	<p>Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are</p> <p>Use age appropriate dictionaries to check the meanings of words</p>		

<ul style="list-style-type: none"> • Write complex sentences with the subordinate clause at the start and at the end of the sentence • Control the use of standard and non-standard English • Understand the difference between plural and possessive -s Use apostrophes for plural possession • Use a dictionary • Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • Spell many words from the Year 4 word list and use these accurately in their writing • Meet Y4 expectations from the chosen spelling scheme • Use legible, joined writing consistently 	<p>Response</p> <p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain their views, listen to others' views and respond</p> <p>Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to</p> <p>Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?</p> <p>Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble</p> <p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>Justify inferences with several pieces of evidence from the text to support one specific point</p>
	<p>Organisation & research</p> <p>Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p> <p>Use contents, indexes, glossaries and sub-headings to locate specific information</p> <p>Independently identify key questions to research about a topic</p> <p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate specific information</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p> <p>Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p>
	<p>Word reading</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>

		Range	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
Greater Depth of Study	<ul style="list-style-type: none"> • Secure use of commas to separate main and subordinate clauses • Secure cohesion within paragraphs • Maintain an appropriate level of formality throughout pieces of writing • Confident and effective use of a range of tense and verb forms • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y4 spelling expectations across their writing 		<ul style="list-style-type: none"> • I can locate and use information from a range of sources, both fiction and non-fiction. • I can compare fictional accounts in historical novels with the factual account. • I can appreciate the bias in persuasive writing, including articles and advertisements. • I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. • I can use inference and deduction to work out the characteristics of different people from a story. • I can compare the language in older texts with modern Standard English (<i>spelling, punctuation and vocabulary</i>). • I can skim, scan and organise non-fiction information under different headings. • I can refer to the text to support my predictions and opinions. • I can recognise complex sentences. • I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

Year Five							
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Set Text							
Fiction Genre							
Non-fiction Genre							
	Writing skills			Reading skills			
Age related expectations	<ul style="list-style-type: none"> Write for a range of purposes and audiences based on personal experiences and high quality texts Write sentences with the subordinate clause at the start and end of the sentence Use commas to separate main and subordinate clauses Indicate degrees of possibility using modal verbs Indicate degrees of possibility using adverbs Use embedded clauses Use brackets and dashes to mark parenthesis Use dashes for after thoughts Use a range of cohesive devices within paragraphs Use a range of devices between paragraphs Use relative pronouns 			Oral	Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play		
					Grammar	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness Use age appropriate dictionaries and thesauri to check the meanings of words	

	<ul style="list-style-type: none"> • Develop settings and atmosphere in detail • Develop characterisation by drawing on their reading • Write with appropriate levels of formality for audience and purpose • Effective use of organisational features in fiction and non-fiction • Use a dictionary and thesaurus effectively • Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear • Spell many words from the Year 5-word list and use these accurately in their writing • Meet the Y5 expectations from the chosen spelling scheme • Use legible, joined writing consistently 	Response	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain and develop their own views and build effectively on those of others</p> <p>Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII</p> <p>Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?</p> <p>Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it</p> <p>Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous</p> <p>Justify inferences and views with a variety of references from across the text</p>
--	---	-----------------	--

		Organisation & research	<p>Summarise ideas, events and information from the text as a whole e.g. the author’s viewpoint about a particular issue</p> <p>Explain their thinking through making reference to key details e.g. quoting from the text</p> <p>Independently devise key questions and identify themes to research e.g. pollution, recycling</p> <p>Use skimming and scanning to locate information efficiently across a range of sources</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument</p> <p>Distinguish between fact and opinion</p> <p>Make notes from several sources to gather information</p> <p>Explore and use their own techniques to make notes</p> <p>Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica</p> <p>Use notes to support presentations and debates</p>
		Word reading	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p>
		Range	<p>Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry</p>
Greater Depth of Study	<ul style="list-style-type: none"> • Begin to use semi colons to separate main clauses • Show secure use of a range of sentence structures, begin to manipulate clauses for effect • Manipulate formality in different types of writing • Begin to experiment with using passive voice • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing 	<ul style="list-style-type: none"> • I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) • I can adapt my own opinion in the light of further reading or others’ ideas. • I can identify formal and informal language. • I know the features of different narrative text types, for example, adventure, fantasy, myths. • I can compare texts by the same writer. • I can compare texts by different writers on the same topic. • I can summarise key information from different texts. • I can empathise with different characters’ points of view. • I can infer meaning using evidence from the text and wider reading and personal experience. 	

	<ul style="list-style-type: none">• Consistently use vocabulary from across the curriculum in their writing• Consistently apply Y5 spelling expectations across their writing	<ul style="list-style-type: none">• I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.• I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.• I know how the way a text is organised supports the purpose of the writing.• I can use scanning and text marking to find and identify key information.
--	--	---

Year Six						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Set Text						
Fiction Genre						
Non-fiction Genre						
	Writing skills			Reading skills		
Age related expectations	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use expanded noun phrases across their writing to convey complicated information precisely • Use verb tenses consistently and accurately • Use formal and informal question tags • Use passive voice to create empathy or suspense (within IF criteria bullet points 1 and 4) • Use passive voice to create a formal tone (within IF criteria bullet points 1 and 4) • Use semi colons to mark independent clauses • Use dialogue to convey character and advance the action • Develop settings, characters and atmosphere in detail • Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause • (within IF criteria bullet points 1, 4 and 5) • Manipulate and control the use of narrative language features 			Oral	<p>Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future</p> <p>Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p> <p>Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</p>	
				Grammar	<p>Explore the meaning of words in different contexts within fiction and nonfiction e.g. flexible means he was prepared to compromise/means it was bendy</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words</p>	

	<ul style="list-style-type: none"> • (within IF criteria bullet points 1, 2, 3 and 4) • Use the range of punctuation taught at KS2 mostly correctly • Use a range of figurative language • (within IF criteria bullet points 1 and 4) • Manipulate and control the use of non-fiction language features • (within IF criteria bullet points 1 and 4) • Manipulate and control the use of organisational features • (within IF criteria bullet points 1, 4 and 5) • Use a range of devices to build cohesion within and between paragraphs • Use a dictionary and thesaurus effectively • Evaluate their writing through discussion and make improvements • through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear 	Response	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain and extend their own views and challenge those of others</p> <p>Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance</p> <p>Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p> <p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p> <p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument</p>
--	---	-----------------	--

	<ul style="list-style-type: none"> • Spell most words from the Year 5/6 word list and use these accurately in their writing • Meet the Y6 spelling expectations in the National Curriculum • Use legible, joined writing consistently when writing at speed • Use colons to mark independent clauses 	Organisation & research	<p>Summarise ideas, events and information throughout a text and across texts (about a common topic)</p> <p>Explain their thinking through making reference to key details and comparisons</p> <p>Independently devise key questions and identify themes to research e.g. racism, slavery</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>Distinguish between fact, opinion and bias</p> <p>Make notes from several sources to gather information</p> <p>Make choices about the most efficient techniques to make notes</p> <p>Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p> <p>Use notes to support presentations and debates</p>
		Word reading	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p>
		Range	<p>Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry</p>
Greater Depth of Study	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Demonstrate an assured and conscious control over levels of formality • Use the full range of punctuation taught at KS2 correctly • Use punctuation to avoid ambiguity or enhance meaning • Write effectively for a range of purposes and audiences 	<ul style="list-style-type: none"> • I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) • I can adapt my own opinion in the light of further reading or others' ideas. • I can identify formal and informal language. • I know the features of different narrative text types, for example, adventure, fantasy, myths. • I can compare texts by the same writer. • I can compare texts by different writers on the same topic. • I can summarise key information from different texts. • I can empathise with different characters' points of view. • I can infer meaning using evidence from the text and wider reading and personal experience. 	

	<ul style="list-style-type: none"> Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading Consistently use editing and revising strategies to improve the quality and accuracy of their writing Consistently use vocabulary from across the curriculum in their writing Consistently apply Y6 spelling expectations across their writing 	<ul style="list-style-type: none"> I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning. I know how the way a text is organised supports the purpose of the writing. I can use scanning and text marking to find and identify key information. 	
Interim Framework	WTS (Working towards) <ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list write legibly. 	WA (Working at) <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions & persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the year 5 / year 6 spelling list, and use a 	GD (Greater depth) The pupil can: <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) distinguish between the language of speech and writing and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>[There are no additional statements for spelling or handwriting]</p>

		dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.	
--	--	---	--

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils working above expectations						
Pupils working below expectations						