

# **Reading and Writing**



## **In Year 1**

| <b>Reading</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| In Year 1, pupils will be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Word reading                         | <ul style="list-style-type: none"><li>▪ apply phonic knowledge and skills as the route to decode words</li><li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>▪ read other words of more than one syllable that contain taught GPCs</li><li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul> |
| Comprehension                        | <ul style="list-style-type: none"><li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>▪ being encouraged to link what they read or hear read to their own experiences</li><li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>▪ recognising and joining in with predictable phrases</li><li>▪ learning to appreciate rhymes and poems, and to recite</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  | <p>some by heart</p> <ul style="list-style-type: none"> <li>▪ discussing word meanings, linking new meanings to those already known</li> <li>▪ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>▪ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>▪ explain clearly their understanding of what is read to them.</li> </ul> |
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| <b>Writing</b><br>In Year 1, pupils will also be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Transcription                                               | <ul style="list-style-type: none"> <li>▪ spell: <ul style="list-style-type: none"> <li>▪ words containing each of the 40+ phonemes already taught</li> <li>▪ common exception words</li> <li>▪ the days of the week</li> </ul> </li> <li>▪ name the letters of the alphabet: <ul style="list-style-type: none"> <li>▪ naming the letters of the alphabet in order</li> <li>▪ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>▪ add prefixes and suffixes: <ul style="list-style-type: none"> <li>▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix un–</li> <li>▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>▪ apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| Handwriting                         | <ul style="list-style-type: none"> <li>▪ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>▪ form capital letters</li> <li>▪ form digits 0-9</li> <li>▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>                                                                                                                                                                                                                                              |
| Composition                         | <ul style="list-style-type: none"> <li>▪ write sentences by: <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>                                                                                                                                             |
| Vocabulary, grammar and punctuation | <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>▪ leaving spaces between words</li> <li>▪ joining words and joining clauses using and</li> <li>▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>▪ learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>▪ use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> |

## In Year 2

| <b>Reading</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| In Year 2, pupils will also be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Word reading                              | <ul style="list-style-type: none"><li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li><li>▪ read words containing common suffixes</li><li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul> |
| Comprehension                             | <ul style="list-style-type: none"><li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>▪ discussing the sequence of events in books and how items of information are related</li><li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>▪ being introduced to non-fiction books that are structured in different ways</li><li>▪ recognising simple recurring literary language in stories and poetry</li><li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul></li></ul>                                                                                                                                                                          |

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|  | <ul style="list-style-type: none"> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>▪ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> |
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| <b>Writing</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| In Year 2, pupils will also be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Transcription                             | <ul style="list-style-type: none"> <li>▪ spell by: <ul style="list-style-type: none"> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>▪ learning to spell common exception words</li> <li>▪ learning to spell more words with contracted forms</li> <li>▪ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>▪ distinguishing between homophones and near-homophones</li> </ul> </li> <li>▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>▪ apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Handwriting                         | <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Composition                         | <ul style="list-style-type: none"> <li>▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> </ul> </li> <li>▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>▪ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>▪ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> |
| Vocabulary, grammar and punctuation | <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|  | <p>stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> <li>learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> |
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## In Years 3 and 4

| <b>Reading</b><br>In Years 3 and 4, pupils will be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Word reading                                                  | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>                                                                                                                                                                                                                                                                                        |
| Comprehension                                                 | <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>identifying themes and conventions in a wide range of books</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <ul style="list-style-type: none"> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> |
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| <b>Writing</b><br>In Years 3 and 4, pupils will be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Transcription                                                 | <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Handwriting                         | <ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Composition                         | <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>▪ discussing and recording ideas</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>▪ organising paragraphs around a theme</li> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> |
| Vocabulary, grammar and punctuation | <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <p>clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> <li>▪ using the present perfect form of verbs in contrast to the past tense</li> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>▪ using conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ using fronted adverbials</li> <li>▪ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <ul style="list-style-type: none"> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>▪ using commas after fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▪ using and punctuating direct speech</li> </ul> </li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> |
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## In Years 5 and 6

| <b>Reading</b><br>In Year 5 and 6, pupils will be taught to: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Word reading                                                 | <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Comprehension                                                | <ul style="list-style-type: none"> <li>▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ 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</li> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> <li>▪ learning a wider range of poetry by heart</li> <li>▪ 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</li> <li>▪ understand what they read by: <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>▪ discuss and evaluate how authors use language, including figurative, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> </ul> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> <li>▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>▪ provide reasoned justifications for their views.</li> </ul> |
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| <b>Writing</b>                             |                                                                                                                                                                                                                  |
| In Year 5 and 6, pupils will be taught to: |                                                                                                                                                                                                                  |
| Transcription                              | <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand the guidance for adding them</li> <li>▪ spell some words with 'silent' letters [for example, knight, psalm,</li> </ul> |

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|             | <p>solemn]</p> <ul style="list-style-type: none"> <li>▪ continue to distinguish between homophones and other words which are often confused</li> <li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>▪ use dictionaries to check the spelling and meaning of words</li> <li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>▪ use a thesaurus.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Handwriting | <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Composition | <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précisising longer passages</li> <li>▪ using a wide range of devices to build cohesion within and across paragraphs</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and</li> </ul> </li> </ul> |

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|                                     | <p>punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Vocabulary, grammar and punctuation | <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> |