



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

English Curriculum

Key Stage 1 and Key Stage 2

Year 1

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

Text / Composition

(I can write my first name and surname.)

I can think, say, write sentences and re-read to check them.

I can sequence sentences to form short narratives.

I can discuss what I have written and read it aloud to my peers and teachers so that they can hear it clearly

Sentence

I can think, say, write sentences and re-read to check them.

I can use the connective 'and' to join ideas in sentences.

I can use openers The, I, My

I can use time openers such as: 'First, Next, Then, After, Finally

Year 1 Writing

Word

I can add an 's' to a noun to make it plural.

I know that some nouns need 'es' to make them plural. (*Nouns ending in ch, s, sh, x, z, zz*)

I know that the prefix un- changes the meaning of verb and adjectives (untie, unkind, undo)

I can add the suffixes -ing, -ed, -er to verbs where no change is needed in the spelling of the root words (helping, helper, helped, helper)

I know the all the capital and lower case letters of the alphabet, both name and sound .

Punctuation

I can use a capital letter for names , places, the days of the week and 'I'.

I can use finger spaces to separate each word when I write a sentence.

I am beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Spelling

I can name the letters of the alphabet:

I can name the letters of the alphabet in order

I can use letter names to distinguish between alternative spellings of the same sound

I can apply simple spelling rules and guidance (see English Appendix 1)

I know all the phonemes and graphemes from Phase 3 and Phase 4 and I can apply them to my writing. (Revisit)

I know all of the phonemes and alternative graphemes from Phase 5.

I can spell all the high frequency words from Phase 3,4 and 5.

Year 1 Writing

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly

- begin to form lower-case letters in the correct direction, starting and finishing in the right place

- form capital letters

- form digits 0-9

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

I can write sentences by:

- saying out loud what I am going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what I have written to check that it makes sense
- **Discussing what I have written with the teacher or other pupils**
- **reading aloud their writing clearly enough to be heard by their peers and the teacher.**
- *(I can think / say / write / read and check my sentences.)*

Year 1 Reading

Discussing Reading

I can participate in discussion, taking turns and listening to others.
I can explain clearly my understanding of what has been read to me.

Range of Reading

I can listen to and discuss a wide range of stories, poetry and non-fiction which are beyond the level at which I can read independently.

Familiarity with Texts

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I can recognise and join in with predictable phrases.

Poetry and Performance

I am learning to appreciate rhymes and poems and can I can recite some by heart.

Non-Fiction

n/a

Decoding

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5

I can read the Year 1 Common Exception Words

I can read common suffixes (s, es, ing, ed etc)

I can read multi syllable words containing taught GPCs.

I can read words with contractions and understand how the apostrophe has been used.

I can read aloud phonetically decodeable texts.

Word Meanings

I can discuss the meanings of words, linking new meanings to those already known.

Understanding

I can understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

Inference

I can discuss the significance of the title and events 1b, 1c

I can make inferences from what characters say and do. 1d

I can make predictions about what might happen next from what I already know. 1e

Authorial Intent

n/a

Year 2

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

Text

I can use the past and present tense correctly in my writing.

I can use the progressive form of verbs in past and present tenses to mark actions in progress, eg: she is shouting, he was running.

Sentence

I can think, say, write sentences and re-read to check them.

I can use conjunctions for co-ordination – (and), but, so, or.

I can use conjunctions for subordination – when, if, that, because.

I can use the above conjunctions as openers.

I can use expanded noun phrases – (the blue butterfly, plain flour, the man in the moon) in my writing.

I can use a wider range of time openers: One day, First, Next, Then, After, Later, Finally, In the end,

Year 2 Writing

Word

I know how to form new nouns by making compound words. (whiteboard, snowman, toothbrush)

I know how to form new nouns by adding the suffixes –ness and –er. (helper, dresser, singer, business.)

I know how to form new nouns by adding the suffixes –ful and –less

I know how to form comparative adjectives by adding the suffixes –er and –est eg: bigger, biggest, smaller, smallest

I know how to form adverbs by adding the suffix –ly to adjectives, eg: quick, quickly, soft, softly (root word requires no change)

I can tell the difference between homophones and near homophones.

Punctuation

I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

I can use commas to separate items in a list.

I can use apostrophes to show where letters are missing in spelling.

I can use apostrophes to mark singular possession in nouns (the girl's name).

Spelling

I can spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words.

I can apply simple spelling rules and guidance (see English Appendix 1)

I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2 Writing

Handwriting

I can:

- form lower-case letters of the correct size relative to one another
- 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
- write 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.

Composition

I enjoy writing at greater length by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

I can think of ideas for writing by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, I including new vocabulary
- encapsulating what they want to say, sentence by sentence

I can improve my writing by

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

I can read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

I can explain clearly my understanding of what has been read to me and what I have read myself.

Range of Reading

I can listen to, discuss and express opinions about a wide range of contemporary fiction and classic poetry, stories, poetry and non-fiction which are beyond the level at which I can read independently.

Familiarity with Texts

I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

I can recognise simple recurring language in stories and poems.

Poetry and Performance

I am continuing to appreciate rhymes and poems, building upon the repertoire learned in Year 1.

I can recite some by heart using the intonation and expression to make the meaning clear.

Non-Fiction

I am beginning to find out about non-fiction texts, learning about how they are structured. 1b

Decoding

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5
I can read the Year 2 Common Exception Words

I can read common suffixes in the Year 2 curriculum.

I can read multi syllable words containing taught GPCs.

I can read most words accurately and quickly without overt 'sounding out'.

Word Meanings

I can discuss and clarify the meanings of words, linking new meanings to those already known.

I can discuss my favourite words and phrases.

Understanding

I continue to understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

I can discuss the sequence of events in books and how items of information are related. 1b 1c

Inference

I can make inferences from what characters say and do. 1d

I can ask and answer questions.

I can make predictions about what might happen next from what I already know. 1e

Authorial Intent

n/a

Year 3

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Text

I am beginning to understand that paragraphs are used to group related material.

I can use headings and sub headings to aid presentation.

I can use the present perfect form of verbs instead of the simple past eg: He has gone out to play / He went out to play

Sentence

I can use a wider range of connectives of subordination (conjunctions) to express time, place or cause: when, before, after, while, so because.

I can use a wider range of connectives (adverbs) to express time, place or cause: then, next, soon, after a while, therefore

I can use a wider range of connectives (prepositions) to express time, place or cause: before, after, during, in, because of)

I can use the above connectives as sentence openers.

Year 3

Word

I can use a or an according to whether the next word begins with a vowel or a consonant (an apple, a banana).

I can form nouns using a range of prefixes (Super, ani, auto.)

I can investigate word families based on common words showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)

Punctuation

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession)

I am beginning to learn how to punctuate direct speech using inverted commas.

Spelling

I can:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- *Adding suffixes beginning with vowel letters to words of more than one syllable*
- Suffix –ly, -y, -
- Prefix –un, -dis, -mis, -in, -re, -super
- *Alternative spellings (y, ou)*
- W
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- *use the first two or three letters of a word to check its spelling in a dictionary*
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 3

Handwriting

I can:

- 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
- 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]

Composition

I can plan my writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 and 4 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

Range of Reading

I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.

I can read books which are structured in different ways and read for a wide range of purposes.

Familiarity with Texts

I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.

I can identify themes and conventions in a wide range of books.

Poetry and Performance

I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.

I can recognise some different forms of poetry.

Non-Fiction

I can retrieve and record information from non-fiction texts.

Decoding

I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.

I can read the Year 3/4 Common Exception Words.

I can note the unusual correspondences between spelling and sound in common exception words.

Word Meanings

I can use dictionaries to check the meanings of words I have read'.

Understanding

I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

I can identify the main themes / ideas drawn from more than one paragraph and summarise them. 2b, 2c

Inference

I can draw inferences , for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions.2d, 2h

Prediction

I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

I can discuss words and phrases that capture my imagination. 2a 2f

I can identify how language,structure and presentation contribute to meaning.2f 2g 2h

Year 4

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

determiner

pronoun, possessive pronoun

adverbial

Text

I can choose the appropriate noun or pronoun within and across sentences to aid cohesion and avoid repetition.

I can use paragraphs to organise ideas around a theme.

Year 4

Word

I know the how to use the Standard English forms of verb inflections instead of local spoken forms, for example: we were instead of we was, or I did instead of I done.

I can explain the difference between the plural and possessive 's'.

Punctuation

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas for speech)

I can use inverted commas and other punctuation to indicate direct speech; for example, a comma after the reporting clause; end punctuation within the inverted commas
– *The conductor shouted, " Sit down!"*

I can use commas after fronted adverbials.

I can use apostrophes to mark plural possession (for example, the girl's name; the girls' names.)

Sentence

I can write noun phrases expanded by the addition of modifying adjectives, nouns and prepositions eg: 'the teacher' expanded to 'the strict maths teacher with curly hair'.

I can use fronted adverbial phrases as sentence openers, for example, 'Later that day, I heard the bad news.'

I can use more sophisticated connectives such as: although, however, nevertheless, despite, contrary to, as well as etc.

I can use these connectives as openers.

Spelling

I can:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Add suffixes to words beginning with vowel letters to words of more than one syllable
- Add suffix: -ally, to words ending in -ic
- Add suffix --ous
- Add prefix: il-, im-, ir-, sub-, inter-, anti, -auto, -ation
- Spell words ending: -tion, -ssion, -sion, -cian,
- Spell words with -eigh, -ey, -gue, -que, -ch,
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 4

Handwriting

I can:

- 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
- 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]

Composition

I can plan my writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 and 4 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

Range of Reading

I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.

I can read books which are structured in different ways and read for a wide range of purposes.

Familiarity with Texts

I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.

I can identify themes and conventions in a wide range of books.

Poetry and Performance

I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.

I can recognise some different forms of poetry.

Non-Fiction

I can retrieve and record information from non-fiction texts.

Decoding

I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.

I can read the Year 3/4 Common Exception Words.

I can note the unusual correspondences between spelling and sound in common exception words.

Word Meanings

I can use dictionaries to check the meanings of words I have read.

I can use a thesaurus to suggest alternative words.

Understanding

I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

I can identify the main themes / ideas drawn from more than one paragraph and summarise them. 2b, 2c

Inference

I can draw inferences , for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions.2d, 2h

Prediction

I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

I can discuss words and phrases that capture my imagination. 2a 2f

I can identify how language,structure and presentation contribute to meaning.2f 2g 2h

Year 5

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

modal verb, relative pronoun

relative clause

parenthesis, bracket, dash

cohesion, ambiguity

Year 5 Writing

Text

I can use devices to build cohesion within a paragraph, for example: then, after that, this, firstly.

I can link ideas across paragraphs using adverbials of time (for example, later) place (for example, nearby) and number (for example, secondly) or tense changes (for example, he had seen her before).

Sentence

I can use relative clauses beginning with who, which, where, when, that to add information to a sentence, for example: 'That's the boy who lives near school.'

(The relative pronoun 'that' is often omitted, for example: The prize that I won was a book OR The prize I won was a book.)

I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).

Word

I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].

I can understand and use the following verb prefixes: dis-, de-, mis-, over- and re-

Punctuation

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas and other punctuation for speech, commas after fronted adverbials, apostrophes to mark plural possession.)

I can use brackets, dashes or commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

Spelling

I can:

- use further prefixes and suffixes and understand the guidance for adding them *Word endings: -cious, -tious, -cial, -tial, -ant, -ance, -ent, -ence, -able, -ably, -ible, ibly*
- Add suffixes beginning with vowel letters to words ending in *-fer*
- Use a hyphen with the prefix *co-* and *re-*
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Spell words with silent *k, w, b, t, h, s*
- continue to distinguish between homophones and near homophones
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Year 5 Writing

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

I can plan my writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

I can draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Year 5 and 6 Reading

Discussing Reading

- I can recommend books I have read to other children in my class, giving reasons for my choices.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentation and debate.
- I can provide reasoned justification for my views for example, by using evidence in the text.

Range of Reading

- I continue to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.
- I can read books which are structured in different ways and read for a wide range of purposes.
- I can make comparisons within and across books.

Familiarity with Texts

- I am becoming increasingly familiar with a wider range of books including traditional stories, myths and legends, fiction and poetry and books from other cultures and traditions.
- I can identify themes and conventions in and across a wide range of writing.

Poetry and Performance

- I can learn a wider range of poetry by heart and prepare and perform poems and play scripts, showing understanding through intonation, tone, volume so the meaning is clear to an audience.

Non-Fiction

- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.

Decoding

- I can use my knowledge of root words, suffixes and prefixes (morphology and etymology) to read aloud and understand the meaning of new words.

Word Meanings

n/a

- I can use dictionaries to check the meanings of words I have read.*
- I can use a thesaurus to suggest alternative words.*

Understanding

- I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

- I can identify the main themes / ideas drawn from more than one paragraph, identifying key details to support the main idea. 2b, 2c

Inference

- I can draw inferences, for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions. 2d 2h

Prediction

- I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

- I can identify how language structure and presentation contribute to meaning. 2f
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 2a 2g 2h

Year 6

Key:

Programmes of Study in **bold** print.

My adaptations / interpretations in black *italics*.

Terminology for pupils:

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet
points

Text

I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, (for example, the use of adverbial 'on the other hand', 'in contrast', 'as a consequence'.) and ellipsis.

I can use a range of layout devices such as headings, sub-headings, columns, bullets, or tables to structure text.

Sentence

I can use the passive voice to affect the presentation of information in a sentence, for example:
I broke the greenhouse window
/ the green house window was broken (by me).

I know the difference between structures typical of informal speech and structures appropriate for formal speech. (He's your friend, isn't he?) or the use of subjunctive forms (If I were to visit him / Were they to visit...)

Year 6

Word

I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal Speech (find out / discover, ask for / request, go in/ enter)

I know how words are related by meaning as synonyms and antonyms [for example, big, large, little].

Punctuation

I can use a range of punctuation in all of my writing (full top, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas and other punctuation for speech, commas after fronted adverbials, apostrophes to mark plural possession, brackets, dashes and hyphens, commas to clarify meaning,)

I can use a colon to introduce a list and semi colons within the list.

I can use bullet points to list information.

I can use a colon, semi-colon and dash to mark the boundaries between independent clauses.

I know how hyphens can be used to avoid ambiguity for example: man eating shark / man-eating shark; recover / re-cover.

Spelling

I can:

- use further prefixes and suffixes and understand the guidance for adding them *Word endings: -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ation, -ible*
- Spell words with *ei* after *c*
- Spell words with *ei* though not after *c*
- Spell words with *-ough*
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Spell words with silent *b, d, n, g, c*
- continue to distinguish between homophones and near homophones
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Year 6

Handwriting

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

I can plan my writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

I can draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Year 5 and 6 Reading

Discussing Reading

- I can recommend books I have read to other children in my class, giving reasons for my choices.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentation and debate.
- I can provide reasoned justification for my views for example, by using evidence in the text.

Range of Reading

- I continue to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.
- I can read books which are structured in different ways and read for a wide range of purposes.
- I can make comparisons within and across books.

Familiarity with Texts

- I am becoming increasingly familiar with a wider range of books including traditional stories, myths and legends, fiction and poetry and books from other cultures and traditions.
- I can identify themes and conventions in and across a wide range of writing.

Poetry and Performance

- I can learn a wider range of poetry by heart and prepare and perform poems and play scripts, showing understanding through intonation, tone, volume so the meaning is clear to an audience.

Non-Fiction

- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.

Decoding

- I can use my knowledge of root words, suffixes and prefixes (morphology and etymology) to read aloud and understand the meaning of new words.

Word Meanings

n/a

- I can use dictionaries to check the meanings of words I have read.*
- I can use a thesaurus to suggest alternative words.*

Understanding

- I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

- I can identify the main themes / ideas drawn from more than one paragraph, identifying key details to support the main idea. 2b, 2c

Inference

- I can draw inferences, for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions. 2d 2h

Prediction

- I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

- I can identify how language structure and presentation contribute to meaning. 2f
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 2a 2g 2h