

2015

English Curriculum Upper KS2



Carterknowle Junior School

Rationale

This curriculum covers all the objectives for the National Curriculum in English 2013 for KS1. It takes activities from the National Literacy Strategy 'A Framework for Teaching' 1998 to give detail to the National Curriculum 2013 and aid termly progression. This 1998 Framework has been used because, in our opinion and experience, this is the framework which had the most positive impact on the quality of literacy teaching in schools and resulting pupil progress. Only KS1 has been covered because this document has been developed for an infant school. Should there be demand, we would be able to develop a similar curriculum for KS2.

Like the 1998 Framework, this document is designed to provide a practical structure of time and class management which reflects the structure of the teaching objectives in the National Curriculum. While this provides details of *what* should be taught, the Literacy Hour is the *means* of teaching it. The Literacy Hour should be implemented throughout the school to provide a daily period of dedicated literacy teaching time for all pupils. In order to cover all the objectives from the National Curriculum 2013 additional time will also be needed for

- phonics
- guided reading
- extended writing
- reading to the class, discussing texts and learning poetry (e.g. in end of day sessions)
- pupils' own independent reading (for interest and pleasure)

A possibility in the National Curriculum 2013 is that it will herald a return to 'transmission' teaching with word and sentence objectives being taught as discrete elements, without clear links to texts being made. Another danger is that, as the emphasis has shifted to spelling, vocabulary, punctuation and grammar and away from stylistic features, that pupils will not be encouraged to write creatively. We advocate a renewed focus on a literacy hour that skilfully links word, sentence and text level objectives together as:

"the most successful teaching is:

- discursive – characterised by high quality oral work;
- interactive – pupils' contributions are encouraged, expected, and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about and high expectations of success.

The objectives should give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;
- demonstration: e.g. to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary;
- modelling: e.g. discussing the features of written texts through shared reading of books, extracts;
- scaffolding: e.g. providing writing frames for shared composition of non-fiction texts;

- explanation to clarify and discuss: e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration: e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;
- investigating ideas: e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations."

National Literacy Strategy: A Framework for Teaching 1998

Organisation of Objectives

This planning document organises teaching objectives at three different levels: word, sentence and text. This underlines the importance of teaching pupils to tackle texts from individual words upwards and from the text downwards. Spelling, vocabulary, grammar and punctuation (SVGP) is taught in the context of the text, so that the application of SVGP can be understood.

As pupils gain fluency the forms of teaching should shift to emphasise advanced reading, composition and application of SVGP skills at text level.

Writing

Writing is closely related to reading – the two activities reinforce each other. This curriculum includes a wide range of reading and ensures that pupils cover a similar range of writing. Both reading and writing use work at word, sentence and text levels. The context of pupils' reading, i.e. the texts, gives structures, themes and purposes for much of their writing, while the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being modelled by the teacher and they should take part regularly in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group.

As with reading, it is important that pupils learn to write independently from an early stage. During Key Stage 1 the teaching of phonics, spelling, punctuation, grammar and handwriting complements this process and should be used systematically to support writing and to build up accuracy and speed. It is essential that pupils are taught correct pencil grip and letter formation from the outset and that errors are picked up and corrected early, so that they do not hamper pupils' progress.

Structure of the Literacy Hour *(adapted from National Literacy Strategy: A Framework for Teaching 1998)*

Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace in the work and helps to maintain a direct and lively atmosphere in the class.

1. Shared reading and writing – whole-class

Shared reading is a class activity using a common text e.g. a ‘big book’, poetry poster or text extract. At *Key Stage 1*, teachers should use shared reading to read with the class, focusing on comprehension and on specific features e.g. word-building and spelling patterns, punctuation, the layout and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provides the context for developing pupils’ grammatical awareness, and their understanding of sentence construction and punctuation.

At *Key Stage 2* shared reading is used to extend reading skills in line with the objectives in the text level column of the Framework. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

At both Key Stages, because the teacher is supporting the reading, pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills which feed into other independent reading.

Shared writing provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. Teachers should use texts to provide ideas and structures for the writing and, in collaboration with the class, compose texts, teaching how they are planned and how ideas are sequenced and clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing. Wherever possible, shared reading and writing should be interlinked. For example, over a five-day period a teacher, may plan to (a) introduce a text, (b) work on it through shared reading and then (c) use the text as a ‘frame’ for writing or as a stimulus to extend, alter or comment on it.

2. Word level work – whole-class

There is already systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout Key Stage 1. There now needs to be systematic, regular and frequent teaching of spelling, grammar and punctuation within the literacy hour in line with the National Curriculum 2014. Teachers should follow the progression set out in the word level objectives carefully. It sets out both an order of teaching and the expectations for what pupils should achieve by the end of each term. The work must be given a specific teaching focus in the Literacy Hour. Although it is essential that these skills are practised and applied in shared writing, they also need to be taught through carefully structured activities, which help pupils to hear and discriminate regularities in speech and to see how these are related to letters and letter combinations in spelling and reading. The majority of pupils can learn these basic skills rapidly and easily. Word recognition, graphic knowledge, and vocabulary work should also have a teaching focus during whole class sessions.

For Key Stage 1 pupils, sentence-level objectives should be covered in the context of shared reading and writing; this is an important context for teaching skills at both primary key stages. Nevertheless, teachers will need to plan a balance of word and sentence level work across each half-term, to ensure that all these objectives are covered.

3. Guided group and independent work

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through ‘guided’ writing to develop high order skills;

- to enable other pupils to work independently – individually, in pairs or in groups – without recourse to the teacher. (The teacher will of course ‘check up’ on their learning, working independently does not mean leaving pupils completely to their own devices.)

Guided reading is the counterpart to shared reading and happens outside the hour. The essential difference is that, in guided reading and writing, the teacher focuses on **independent** reading and writing, rather than modelling the processes for pupils. Guided reading should be a fundamental part of each school’s literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases time for sustained teaching. In ability groups of four to six, pupils should have individual copies of the same text. The texts need to be carefully selected to match the reading level of the group. In the early stages pupils should meet texts of graded difficulty as they progress these texts will often be selected from reading schemes or programmes and can usually be built up from existing book stocks with some careful supplementation.

At *Key Stage 1*, teachers should introduce the text to the group, to familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it independently, while the teacher assesses and supports each pupil in the group. The same principles apply *at Key Stage 2*. However, as pupils progress, the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc., to meet the text level objectives in the Framework.

Guided writing – as with guided reading, these writing sessions should be to teach pupils to write independently. The work will normally be linked to reading, and will often flow from work in the whole-class shared writing session. These sessions should also be used to meet specific objectives and focus on specific aspects of the writing process, rather than on the completion of a single piece of work. Often, these teaching inputs can be followed through during independent work in subsequent sessions. For example, pupils might focus on:

- planning a piece of writing to be continued independently later;
- expanding or contracting a text to elaborate, summarise, etc.;
- constructing complex sentences;
- connecting points together in an argument;
- editing work into paragraphs, headings, etc. for clarity and presentation.

Independent work – this happens at the same time as the guided group work. The class needs to be carefully managed and the pupils well trained so that they are clear about what they should be doing and do not interrupt the teacher. There are many forms of organisation ranging from a carousel of ability groups, with a rotation of activities for each group, to completely individual work e.g. a whole-class writing activity derived from an earlier shared writing session. Independent tasks should cover a wide range of objectives including:

- independent reading and writing;
- phonic and spelling investigations and practice;
- comprehension work;
- note-making;
- reviewing and evaluating;
- proof-reading and editing;
- vocabulary extension and dictionary work;
- handwriting practice;

- practice and investigations in grammar, punctuation and sentence construction;
- preparing presentations for the class.

Pupils should be trained not to interrupt the teacher and there should be sufficient resources and alternative strategies for them to fall back on if they get stuck. They should also understand the importance of independence for literacy, and how to use their own resources to solve problems and bring tasks to successful conclusions. Teachers should, however, check up on their learning at least once during the session, leaving the guided group with a small challenge for a few minutes.

4. Plenary session with the whole-class

The final plenary is at least as important as the other parts of the lesson. It is not a time for clearing up and should be clearly signalled as a separate session when the whole-class is brought together. It should be used to:

- enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practise new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.

Links with the rest of the curriculum

Where appropriate, literacy teaching should be linked to work in other areas of the curriculum. For example, during the Literacy Hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in history. Nevertheless, the focus of teaching must be on the literacy objectives from the curriculum and **pupils must be working on texts**. In other words while links with the rest of the curriculum are fundamental to effective literacy teaching, other subjects should be treated as vehicles for literacy work and not displace it from its primary focus in the Literacy Hour. It would not be appropriate, therefore, for pupils to be spending time drawing or making models linked to reading during the Literacy Hour but it could certainly be appropriate for literacy work to provide a context for related activities in other curricular areas outside the designated time.

The Literacy Hour is intended to be a time for the explicit teaching of reading and writing. Teachers will need to provide opportunities for practising and applying new skills in independent work at other times. Most of this practice should be productively linked to other curricular areas.

Planning

The organisation of the Literacy Hour is designed to reflect the structure of the objectives. Schools already have school systems for medium- and short-term planning. There are three connected levels of planning as follows:

- | | |
|---|---|
| The Curriculum (given) | – <i>What</i> should I teach? |
| Medium-term planning – termly or half-termly | – <i>When</i> should I teach it? |
| Short-term planning – weekly | – <i>How</i> should I teach it? |

The Framework provides the **content**. Medium-term planning should be used to distribute this content to achieve **balance and coverage** of the objectives over a term or half-term. The more detailed weekly planning should focus on the teaching process i.e. on devising the tasks, activities and strategies needed to teach the work during the five literacy hours. The school's literacy planning procedures should meet the following criteria. There should be:

- common formats for planning a balanced programme of objectives for each half-term;
- common formats for planning each week's work, derived from the half-term plans. These plans should identify the week's objectives, the texts to be used, the class organisation and the tasks and activities through which the objectives will be taught;
- agreed procedures and deadlines for teachers to work to;
- monitoring arrangements to evaluate the quality of the planning and its impact in the classroom;
- support arrangements for sharing and assisting with planning.

We have included examples of medium- and short-term plans. These have been derived from our experience of planning and teaching. You may find these helpful to use or adapt.

The medium-term planner

This uses a half-termly format, with space to plan up to eight weeks. The form sets out each of the strands in the Curriculum (Word, Sentence and Text), against each of the weeks. An additional column is included for teachers to note particular texts to be used in each of the weeks, linked to the range of work for the term. Each strand contains a 'continuous work' and a 'blocked work' section because some objectives, for example, phonics or practising reading and spelling strategies, will need to be part of teaching throughout the term, while other more specific objectives, for example, learning about apostrophes or writing poetry, may be assigned to particular weeks.

The weekly planner

This can be used to represent the key activities for each Literacy Hour in a given week. Each day is set out as a row showing the sequence of work through the Literacy Hour. The columns for group and independent work are based on an assumption of about 30 pupils in a class and five ability groups. These groupings should enable teachers to differentiate their focused work. It does not imply that pupils need to remain in those groups when working independently, or at other times outside the Literacy Hour

Key

Continuous objectives

Specific objectives for that term

YEAR 5 TERM 1

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (e.g. in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation.

Word level work:

Revision and consolidation from Years 3 and 4

Revision and consolidation from Years 3 and 4 particularly:

- Using prefixes and suffixes
- Distinguishing between homophones

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

- 4 Homophones and other words that are often confused: nouns that end **-ce** and verbs end **-se**.

Vocabulary, Grammar & Punctuation

Revision and consolidation from Years 3 and 4

1. Tenses
2. Conjunctions
3. Paragraphs

Develop their understanding of the concepts set out in Appendix 2 by:

4. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted relative pronoun)
5. using modal verbs or adverbs to indicate degrees of possibility
6. exploring ambiguities that arise from sentence contractions, e.g. through phrases, signs and headlines: '*police shot man with knife*', '*Eats shoots and leaves*', '*Baby Changing Room*'

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **revising terminology from Year 3 and 4**
- **ambiguity**
- **relative pronoun**
- **relative clause**
- **modal verb**

Punctuation

7. Using commas to clarify meaning or avoid ambiguity in writing
8. Using hyphens to avoid ambiguity
9. Using a colon to introduce a list
10. Punctuating bullet points consistently

Text level work

Range:

Fiction and poetry: (i) *novels, stories and poems by significant children's writers;* (ii) *play-scripts;* (iii) *concrete poetry.*

Non-Fiction: (i) *recounts of events, activities, visits; observational records, news reports etc.* (ii) *instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.*

Reading comprehension

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

- 1 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks; investigating the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;
- 2 reading books that are structured in different ways and reading for a range of purposes
- 3 understanding what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
- 4 discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- 5 distinguishing between fact and opinion
- 6 discussing alternative ways of opening a story using, e.g. description, action, or dialogue;
- 7 learning a wider range of poetry by heart
- 8 preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- 5 Endings which sound like /fəs/ spelt –cious or –tious
- 6 Endings which sound like /fəl/
- 7 Converting nouns or adjectives into verbs using suffixes eg –ate; -ise; -ify
- 8 Homophones and other words that are often confused:
- farther: further
 - father: a male parent
 - guessed: past tense of the verb *guess*
 - guest: visitor
 - heard: past tense of the verb *hear*
 - herd: a group of animals
- 9 Words ending in –ant; –ance/–ancy,
- 10 Words ending in –ent; –ence/–ency
- 11 Verb prefixes eg dis-; de-; mis; over- ; re-
- Investigating prefixes and suffixes by identifying word roots, derivations and spelling patterns, in order to extend vocabulary and provide support for spelling;
- 12 Investigate similes and metaphors.

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

- 9 understanding dramatic conventions including:
- the conventions of scripting (e.g. stage directions, asides);
 - how character can be communicated in words and gesture;
 - how tension can be built up through pace, silences and delivery;
- 10 reading a number of poems by significant poets and identify what is distinctive about the style or content of their poems;
- 11 analysing and comparing poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns;
- 12 identifying the features of recounted texts such as sports reports, diaries, police reports, including:
- introduction to orientate reader;
 - chronological sequence;
 - supporting illustrations;
 - degree of formality adopted;
 - use of relative clauses, modal verbs, adverbs
- 13 reading and evaluating a range of instructional texts in terms of their:
- purposes;
 - organisation and layout;
 - clarity and usefulness;
 - use of colons and bullet points

Writing composition

By writing stories, poems, a playscript, instructional texts, reports and recounts pupils should be taught to :

- 14 plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 15 draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 16 draft and write by in narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 17 evaluate and edit by assessing the effectiveness of their own and others' writing
- 18 proof-read for spelling and punctuation errors

YEAR TERM 5 2

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (e.g. in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Years 3 and 4

Revision and consolidation from Years 3 and 4 particularly:

- Using prefixes and suffixes
- Distinguishing between homophones

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Pupils should be taught:

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

Vocabulary, Grammar & Punctuation

Revision and consolidation from Years 3 and 4

1. Fronted adverbials
2. Noun phrases

Develop their understanding of the concepts set out in Appendix 2 by:

3. using expanded noun phrases to convey complicated information concisely
4. linking ideas across paragraphs using adverbials of time, place, number, or tense choice e.g. he *had* seen her before

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **revising terminology from Year 3 and 4**
- **ambiguity**
- **adverb**
- **modal verb**
- **parenthesis**
- **bracket**
- **dash**

Punctuation

5. Using brackets, dashes or commas to indicate parenthesis
6. Using semi-colons, colons or dashes to mark boundaries between independent clauses

Text level work

Range

Fiction and poetry: (i) *traditional stories, myths, legends, fables from a range of cultures;* (ii) *longer classic poetry, including narrative poetry.*

Non-Fiction: (i) *non-chronological reports (i.e. to describe and classify);* (ii) *explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.*

Reading comprehension

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

- 1 increasing their familiarity with a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions; identifying and classifying their features
- 2 recommending books to their peers, giving reasons for their choices
- 3 drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; investigating how characters are presented, referring to the text:
 - through dialogue, action and description;
 - how the reader responds to them (as victims, heroes, etc.);
 - through examining their relationships with other characters;
- 4 predicting what might happen from details stated and implied
- 5 learning a wider range of poetry by heart
- 6 **preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;**
- 7 reading a number of poems by significant poets and identify what is distinctive about the style or content of their poems:

4 Homophones and other words that are often confused:

- led: past tense of the verb lead
lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)
- morning: before noon
mourning: grieving for someone who has died
- past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)
passed: past tense of the verb 'pass' (e.g. I passed him in the road)
- precede: go in front of or before
proceed: go on
- principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)
principle: basic truth or belief
- profit: money that is made in selling things
prophet: someone who foretells the future

5 Words ending in –able and -ible

6 Words ending in –ably and –ibly

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

8 Use of the hyphen

9 Investigate personification and alliteration.

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

- understanding terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem
- identifying typical features understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose

8 retrieving, recording and presenting information from non-fiction, reading a range of explanatory texts,

- investigating and noting features of impersonal style, e.g. complex sentences: technical vocabulary; hypothetical *language (if...then, might when the...)*;
- use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so*;

9 preparing for reading by identifying what they already know and what they need to find out, locating information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using IT sources

10 participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing composition

By writing myths, legends, fables, poems, explanations and reports, pupils should be taught to :

11 plan their writing by

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- plan their writing by noting and developing initial ideas, drawing on reading and research where necessary

12 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
- précisising longer passages

13 evaluate and edit by

- assessing the effectiveness of their own and others writing
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

17 proof-read for spelling and punctuation errors

YEAR 5 TERM 3

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (eg in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Years 3 and 4

Revision and consolidation from Years 3 and 4 particularly:

- Using prefixes and suffixes
- Distinguishing between homophones

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Pupils should be taught:

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

- 4 Homophones and other words that are often confused:
 - stationary: not moving
 - stationery: paper, envelopes etc.

Vocabulary, Grammar & Punctuation

Revision and consolidation from Years 3 and 4

1. Standard English forms for verb inflexions

Develop their understanding of the concepts set out in Appendix 2 by:

2. using the perfect form of verbs to mark relationships of time and cause
3. devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **revising terminology from Year 3 and 4**
- **ambiguity**
- **adverb**
- **modal verb**
- **parenthesis**
- **bracket**
- **dash**
- **cohesion**

Punctuation

4. Revise and securing punctuation taught in terms 1 and 2

Text level work

Range

Fiction and poetry: *modern fiction and fiction from our literary heritage (both novels and stories), poems, choral and performance poetry.*

Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain.*

(ii) dictionaries, thesauruses, including I.T. sources.

Comprehension and composition

Reading comprehension

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

1. identifying themes and conventions in and across a wide range of writing, including making comparisons within and across books
2. explore the challenge and appeal of older literature through:
 - listening to older literature being read aloud;
 - reading accessible poems, stories and extracts;
 - reading extracts from classic serials shown on television;
 - discussing differences in language used
3. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
4. identifying how language, structure and presentation contribute to meaning
5. explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
6. providing reasoned justifications for their views
7. learning a wider range of poetry by heart
8. preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;
9. reading and evaluating letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade,

- steal: take something that does not belong to you
steel: metal
- wary: cautious
weary: tired
- who's: contraction of *who is* or *who has*
whose: belonging to someone (e.g. *Whose jacket is that?*)

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

6 Words containing the letter-string ough

7 Words containing the letter-string ough

8 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word – knight, psalm, solemn etc)

9 Revisit spelling from the year as needed

10 Investigate hyperbole and litotes.

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;

10. reading other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g. The deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact;

11. selecting and evaluating a range of texts, in print or other media, for persuasiveness, clarity, quality of information;

Writing composition

By writing stories, longer stories and different types of persuasive writing, pupils should be taught to :

12. plan their writing by

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

13. 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 across paragraphs
- using further organisational and presentational devices to structure the text and to guide the reader eg headings, bullet points, underlinings

14. 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

15. proof-read for spelling and punctuation errors

YEAR TERM 6 1

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (e.g. in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation.

Word level work:

Revision and consolidation from Year 5

Teachers will want to use gap analysis so the objectives below are for guidance.

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

- 4 Homophones and other words that are often confused: nouns that end **-ce** and verbs end **-se**.
- 5 Endings which sound like /ʃəs/ spelt **-cious** or **-tious**
- 6 Endings which sound like /ʃəl/
- 7 Converting nouns or adjectives into verbs using suffixes eg –

Vocabulary, Grammar & Punctuation

Revision and consolidation from Year 5

1. Relative Clauses
2. Modal verbs and adverbs
3. Using commas and hyphens to avoid ambiguities

Develop their understanding of the concepts set out in Appendix 2 by:

4. recognising vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms
5. using passive verbs to affect the presentation of information in a sentence

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **revising terminology from Year 5**
- **active**
- **passive**
- **hyphen**
- **colon**
- **bullet points**

Punctuation

6. Using hyphens to avoid ambiguity eg recover versus re-cover
7. Using a colon to introduce a list and use of semi-colons within lists
8. Punctuating bullet points consistently

Text level work

Range

Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*

Non-Fiction: (i) *autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events;* (ii) *journalistic writing;* (iii) *non-chronological reports.*

Reading comprehension

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

- 1 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks; investigating the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;
- 2 reading books that are structured in different ways and reading for a range of purposes
- 3 understanding what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
- 4 discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- 5 taking account of viewpoint in a novel through:
 - identifying the narrator;
 - explaining how this influences the reader's view of events;
 - explaining how events might look from a different point of view;
- 6 articulating personal responses to literature, identifying why and how a text affects the reader;
- 7 being familiar with the work of some established authors, knowing what is special about their work, and explaining their preferences in terms of authors, styles and themes;

ate; -ise; -ify

8 Homophones and other words that are often confused:

- farther: further
father: a male parent
- guessed: past tense of the verb *guess*
guest: visitor
- heard: past tense of the verb *hear*
herd: a group of animals

9 Words ending in -ant; -ance/-ancy,

10 Words ending in -ent; -ence/-ency

- Verb prefixes eg dis-; de-; mis; over- ; re-

Investigating prefixes and suffixes by identifying word roots, derivations and spelling patterns, in order to extend vocabulary and provide support for spelling;

12 Investigate similies and metaphors.

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

8 contributing constructively to shared discussion about literature, responding to and building on the views of others;

9 distinguishing between biography and autobiography;
• recognising the effect on the reader of the choice between first and third person;
• distinguishing between fact, opinion and fiction;
• distinguishing between implicit and explicit points of view and how these can differ;

10 commenting critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets;

11 securing understanding of the features of non-chronological reports:

- introductions to orientate reader;
- use of generalisations to categorise;
- language to describe and differentiate;
- impersonal language;
- mostly present tense;

Writing composition

By writing stories, poems, biography, autobiography, explanations and journalistic reports, pupils should be taught to :

12 plan their writing by

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- plan their writing by noting and developing initial ideas, drawing on reading and research where necessary

13 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

14 evaluate and edit by

- assessing the effectiveness of their own and others writing
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

17 proof-read for spelling and punctuation errors

YEAR TERM 6 2

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (e.g. in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Year 5

Teachers will want to use gap analysis so the objectives below are for guidance.

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Pupils should be taught:

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

4 Homophones and other words that are often confused:

- led: past tense of the verb lead

Vocabulary, Grammar & Punctuation

Revision and consolidation from Years 5

1. Expanded noun phrases
2. Linking ideas across paragraphs

Develop their understanding of the concepts set out in Appendix 2 by:

3. Investigating how words are used as synonyms and antonyms
4. Subjunctive forms such as *If I were* or *Were they*
5. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. *adverbials*) and ellipsis
6. Layout devices e.g. headings, tables, bullets etc.

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **revising terminology from Year 5**
- **active**
- **passive**
- **hyphen**
- **colon**
- **bullet points**
- **synonym**
- **antonym**
- **subject**
- **object**
- **ellipsis**

Punctuation

7. Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up.*

Text level work

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: (i) *discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy* (ii) *formal writing: notices, public information documents.*

Reading comprehension

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

- 1 increasing their familiarity with a wide range of books, stories and novels from more than one genre
- 2 recommending books to their peers, giving reasons for their choices
- 3 drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; investigating how characters are presented, referring to the text
- 4 identifying the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody;
- 8 analysing the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built;
- 9 understanding aspects of narrative structure, e.g.:
 - how chapters in a book (or paragraphs in a short story or chapter) are linked together;
 - how authors handle time, e.g. flashbacks, stories within stories, dreams;
 - how the passing of time is conveyed to the reader;
- 2 analysing how individual paragraphs are structured in writing,

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

- morning: before noon
mourning: grieving for someone who has died
- past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)
passed: past tense of the verb 'pass' (e.g. I passed him in the road)
- precede: go in front of or before
proceed: go on
- principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)
principle: basic truth or belief
- profit: money that is made in selling things
prophet: someone who foretells the future

5 Words ending in –able and -ible

6 Words ending in –ably and –ibly

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

8 Use of the hyphen

9 Investigate personification and alliteration.

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force;

3 recognising how poets manipulate words:

- for their quality of sound, e.g. rhythm, rhyme, assonance;
- for their connotations;
- for multiple layers of meaning, e.g. through figurative language, ambiguity;

4 investigating humorous verse:

- how poets play with meanings;
- nonsense words and how meaning can be made of them;
- where the appeal lies;

5 learning a wider range of poetry by heart

6 preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;

7 reading a number of poems by significant poets and identify what is distinctive about the style or content of their poems:

- understanding terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem
- identifying typical features understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose

8 recognising how arguments are constructed to be effective, through:

- the expression, sequence and linking of points;
- the provision of persuasive examples, illustrations and evidence;
- pre-empting or answering potential objections;
- appealing to the known views and feelings of the audience;

16 identifying the features of balanced written arguments which:

- summarise different sides of an argument;
- clarify the strengths and weaknesses of different positions;
- signal personal opinion clearly;

17 reading and understanding examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;

Writing composition

By writing stories in different genres and constructing effective arguments pupils should be taught to:

16. plan their writing by

- identifying the audience for and purpose of the writing
- selecting the appropriate form and using other similar writing

as models for their own

- noting and developing initial ideas, drawing on reading and research where necessary
- in narrative, by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

17. 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 across paragraphs
- using further organisational and presentational devices to structure the text and to guide the reader e.g. headings, bullet points, underlinings

18. 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

19. proof-read for spelling and punctuation errors

20. construct an effective argument by:

- developing a point logically and effectively;
- supporting and illustrating points persuasively;
- anticipating possible objections;
- harnessing the known views, interests and feelings of the audience;
- tailoring the writing to formal presentation where appropriate;

21. write a balanced report of a controversial issue by:

- summarising fairly the competing views;
- analysing strengths and weaknesses of different positions;

22. discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. (constructing effective arguments) and different types of formal writing,

YEAR TERM 6 3

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (e.g. in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p47. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Year 5

Teachers will want to use gap analysis so the objectives below are for guidance.

Children who working below the Year 3 and 4 level will need additional teaching in synthetic phonics.

Pupils should be taught:

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Phonics, spelling and vocabulary

Pupils should be taught:

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries to check the spelling and meanings of words, using the first three or four letters of a word to find it;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. application of phonics, shape, length, etc.);

Spelling conventions and rules

- 4 Homophones and other words that are often confused:
 - stationary: not moving
 - stationery: paper, envelopes etc.

Vocabulary, Grammar & Punctuation

Revision and consolidation from Year 6

1. Use gap analysis to secure understanding of the concepts set out in Appendix 2

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- revising terminology from Year 5
- active
- passive
- hyphen
- colon
- bullet points
- synonym
- antonym
- subject
- object
- ellipsis

Punctuation

2. Revise and secure punctuation taught in terms 1 and 2 and from year 5 as needed.

Text level work

Range

Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*

Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including IT sources.*

Reading comprehension

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

1. identifying themes and conventions in and across a wide range of writing, including making comparisons within and across books
2. explore the challenge and appeal of significant authors through:
 - listening to literature being read aloud;
 - reading accessible poems, stories and extracts;
 - reading extracts from classic serials shown on television;
 - discussing differences in language used
3. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
4. describing and evaluating the style of an individual poet/writer;
5. commenting critically on the overall impact of a poem, showing how language and themes have been developed;
6. comparing and contrasting the work of a single writer;
7. looking at connections and contrasts in the work of different writers;
8. identifying how language, structure and presentation contribute to meaning
9. explaining and discussing their understanding of what they have read, including through formal presentations and

- steal: take something that does not belong to you
steel: metal
- wary: cautious
weary: tired
- who's: contraction of *who is* or *who has*
whose: belonging to someone (e.g. *Whose jacket is that?*)

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

6 Words containing the letter-string ough

7 Words containing the letter-string ough

8 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word – knight, psalm, solemn etc)

9 Revisit spelling from the year as needed

Handwriting and presentation – see Penpals scheme

Pupils should be taught to:

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

debates, maintaining a focus on the topic and using notes where necessary

10. providing reasoned justifications for their views

11 securing understanding of the features of explanatory texts from Year 5 term 2;

12 identifying the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used;

13 appraising a text quickly and effectively; retrieving information from it; finding information quickly and evaluating its value;

14 reviewing a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form;

Writing composition

By writing stories, longer stories and different types of persuasive writing, pupils should be taught to :

15. plan their writing by

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

16. 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 across paragraphs
- using further organisational and presentational devices to structure the text and to guide the reader e.g. headings, bullet points, underlinings

17. 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

18. proof-read for spelling and punctuation errors
19. secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;
20. divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, through the use of a range of devices
21. select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observ <u>at</u> ion), expectant (expect <u>at</u> ion), hesitant, hesitancy (hesit <u>at</u> ion), tolerant, tolerance (toler <u>at</u> ion), substance (subst <u>ant</u> ial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and	The –able/–ably endings are far more common than the –ible/–ibly endings.	adorable/adorably (adoration),

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>-ible Words ending in -ably and -ibly</p>	<p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words with the /i:/ sound spelt ei after c</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate	excellent	relevant
accompany	existence	restaurant
according	explanation	rhyme
achieve	familiar	rhythm
aggressive	foreign	sacrifice
amateur	forty	secretary
ancient	frequently	shoulder
apparent	government	signature
appreciate	guarantee	sincere(ly)
attached	harass	soldier
available	hindrance	stomach
average	identity	sufficient
awkward	immediate(ly)	suggest
bargain	individual	symbol
bruise	interfere	system
category	interrupt	temperature
cemetery	language	thorough
committee	leisure	twelfth
communicate	lightning	variety
community	marvellous	vegetable
competition	mischievous	vehicle
conscience*	muscle	yacht
conscious*	necessary	
controversy	neighbour	
convenience	nuisance	
correspond	occupy	
criticise (critic + ise)	occur	
curiosity	opportunity	
definite	parliament	
desperate	persuade	
determined	physical	
develop	prejudice	
dictionary	privilege	
disastrous	profession	
embarrass	programme	
environment	pronunciation	
equip (–ped, –ment)	queue	
especially	recognise	
exaggerate	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Vocabulary, grammar and punctuation – Years 5 & 6

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>