

ESSENTIALS IN READING	ESSENTIALS IN WRITING									
<ul style="list-style-type: none"> • Excellent phonic knowledge and skills. • Fluency and accuracy in reading across a wide range of contexts throughout the curriculum. • Knowledge of an extensive and rich vocabulary. • An excellent comprehension of texts. • The motivation to read for both study and for pleasure. • Extensive knowledge through having read a rich and varied range of texts 	<ul style="list-style-type: none"> • The ability to write fluently and with interesting detail on a number of topics throughout the curriculum. • A vivid imagination which makes readers engage with and enjoy their writing. • A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description. • Well-organised and structured writing, which includes a variety of sentence structures. • Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat. • A love of writing and an appreciation of its educational, cultural and entertainment values. 									
<p style="text-align: center;"><i>Can my pupils...?</i></p> <p style="text-align: center;"><i>read words accurately?</i></p> <p style="text-align: center;"><i>understand texts?</i></p>	<p style="text-align: center;"><i>Can my pupils...?</i></p> <table style="width: 100%; text-align: center;"> <tr> <td><i>present neatly?</i></td> <td><i>write with purpose?</i></td> <td><i>analyse writing?</i></td> </tr> <tr> <td><i>spell correctly?</i></td> <td><i>use imaginative description?</i></td> <td><i>present writing?</i></td> </tr> <tr> <td><i>punctuate accurately?</i></td> <td><i>organise writing appropriately?</i></td> <td><i>use paragraphs?</i></td> </tr> </table>	<i>present neatly?</i>	<i>write with purpose?</i>	<i>analyse writing?</i>	<i>spell correctly?</i>	<i>use imaginative description?</i>	<i>present writing?</i>	<i>punctuate accurately?</i>	<i>organise writing appropriately?</i>	<i>use paragraphs?</i>
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SPOKEN

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

READING

WORD READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

COMPREHENSION

Pupils should be taught to:

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

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

understand what they read 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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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

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

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

WRITING

HANDWRITING

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

COMPOSITION

Pupils should be taught to:

plan their writing by:

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

draft and write by:

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

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

TEXT TYPES

YEAR 5

Fiction:

narratives
traditional tales and fables
poetry
play scripts

Non-Fiction:

non-chronological reports
recounts
persuasive and promotional
explanation
letters

YEAR 6

Fiction:

narratives
poetry
play scripts

Non-Fiction:

non-chronological reports
recounts
persuasive & promotional
news reports
discussion (balanced arguments)
letters
hybrid texts (mixtures)

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

GRAMMAR

Pupils should be taught to:

understand grammatical concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between main clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

WORD

- Revise Years 3&4 objectives
- Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)
- Verb prefixes (e.g. dis–, de–, mis–, over– and re–)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- How words are related by meaning as synonyms and antonyms (e.g. big, large, little).

SENTENCE

- Revise Year 3&4 objectives
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)

TEXT

- Revise Year 3&4 objectives
- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts

PUNCTUATION

- Revise Year 3&4 objectives
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)
- Use of the colon to introduce a list
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity (e.g. man eating shark, man-eating shark, recover, re-cover)

TERMINOLOGY

- Revise Year 3&4 objectives

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

SPELLING

Endings which sound like /jəs/ spelt –cious or –tious
e.g. vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious

Endings which sound like /jəl/
e.g. official, special, artificial, partial, confidential, essential

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
e.g. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)

innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)

assistant, assistance, obedient, obedience, independent, independence

Words ending in –able and –ible
Words ending in –ably and –ibly
e.g. adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)

changeable, noticeable, forcible, legible

dependable, comfortable, understandable, reasonable, enjoyable, reliable

possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

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

Words with the /i:/ sound spelt ei after c
e.g. deceive, conceive, receive, perceive, ceiling

Words using the letter string ough
e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough

Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
e.g. doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused
*e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, **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, **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 **stationary**: not moving **stationery**: paper, envelopes etc. **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?*)

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

<p><i>e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference</i></p> <p>Use of the hyphen</p> <p><i>e.g. co-ordinate, re-enter, co-operate, co-own</i></p>		determined	nuisance	vehicle
		develop	occupy	yacht
		dictionary	occur	
		disastrous	opportunity	