

Word Reading						
1. Apply their knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet						
Comprehension						
<i>Maintain positive attitudes to reading and understanding of what they read by:</i>						
2. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
3. Reading books that are structured in different ways and reading for a range of purposes						
4. Increasing familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions						
5. Recommending books that they have read to their peers, giving reasons for their choices						
6. Identifying and discussing themes and conventions in and across a wide range of writing						
7. Making comparisons within and across books						
8. Learning a wider range of poetry by heart						
9. 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						
<i>Understand what they read by:</i>						
10. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
11. Asking questions to improve their understanding						
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
13. Predicting what might happen from details stated and implied						
14. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						
15. Identifying how language, structure and presentation contribute to meaning						
16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						
17. Distinguish between statements of fact and opinion						
18. Retrieve, record and present information from non-fiction						
19. 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						
20. 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						
21. Provide reasoned justifications for their views						

Transcription: Spelling						
1. Use further prefixes and suffixes and understand the guidelines for adding them (<i>Sp 6:1, 7-9, 11-20; GH 6:1,3</i>)						
2. Distinguish between homophones and other words which are often confused (<i>Sp 6:2; GH 6:2</i>)						
3. Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically (<i>Sp 6:7-10; GH 6:3,4</i>)						
4. Use dictionaries to check the spelling and meaning of words (<i>GH 6:2-5</i>)						
5. Use a thesaurus (<i>GH:6</i>)						
Transcription: Handwriting						
6. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task						
Writing: Composition						
7. Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own (<i>text type prompts UKS2</i>)						
8. Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary (<i>text type prompts, planning scaffolds UKS2</i>)						
9. Plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed						
10. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.						
11. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action						
12. Draft and write by: précising longer passages (<i>GH 6:8,9</i>)						
13. Draft and write by: using a wide range of devices to build cohesion within and across paragraphs (<i>text type prompts, pupil prompts UKS2; GH 6:10,11</i>)						
14. Evaluate and edit by: assessing the effectiveness of their own and others' writing (' <i>up-stage</i> ' prompts UKS2)						
15. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (' <i>up-stage</i> ' prompts UKS2)						
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing (' <i>up-stage</i> ' prompts UKS2; <i>GH 6:15,16</i>)						
17. Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear						
Writing: Vocabulary, Grammar and Punctuation						
18. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (<i>GH 6:14</i>)						
19. Use passive verbs to affect the presentation of information in a sentence (<i>GH 6:15,16</i>)						
20. Use hyphens to avoid ambiguity (<i>Sp 6:1-3; GH 6:17,18</i>)						
21. Use semi-colons (<i>GH 6:19</i>), colons or dashes (<i>GH 6:20</i>) to mark boundaries between independent clauses and a colon to introduce a list (<i>GH 6:21</i>)						
22. Punctuating bullet points consistently						
23. Use ellipses (<i>GH 6:23</i>)						
24. Learn the grammar and grammatical terminology for Stage 6: <i>formal and informal speech and writing, synonyms and antonyms</i> (<i>GH St6, 6:14,24,25</i>)						

