



The Grange Primary School
Upper Key Stage 2
English Overview

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Year 5 English Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics		Earth and Space	Changing Materials	The Great, the Bold and the Brave		What a Wonderful World	
Class end of day story to support with the teaching of English (refer to Pie Corbett reading spine where possible)		<ul style="list-style-type: none"> George's Secret Key to the Universe - Lucy & Stephen Hawking 	<ul style="list-style-type: none"> The Faraway Tree - Enid Blyton 	<ul style="list-style-type: none"> The Anthology of Greek Myths Jabberwocky - Lewis Carroll 		<ul style="list-style-type: none"> How to Help a Hedgehog and Protect a Polar Bear - Jess French 	
Other books linked with topic to use during writing lessons and guided reading (Refer to Pie Corbett reading spine where possible)		<ul style="list-style-type: none"> Curiosity the Story of a Mars Rover - Markus Motum Cosmic - Frank Cottrell Boyce and Steven Lenton The Skies Above My Eyes - Charlotte Guillian and Yuval Zommer Homework on Pluto - Lou Treleavan The War of the World - Usborne Adaptation Planetarium - Raman Prinja Science Through Stories (Apollo 13) 	<ul style="list-style-type: none"> George's Marvellous Medicine - Roal Dahl Itch - Simon Mayo Making with States of Matter (Science Makers) - Anna Claybourne Splat!: Wile E. Coyote Experiments with States of Matter - Suzanne Slade Science in Stories (Death of a Pancake) Science Through Stories (Nimblefingers) 	<ul style="list-style-type: none"> Who Let the Gods Out? - Maz Evans Compilation of Greek Myths Percy Jackson series - Rick Riordan Harry Potter series - J. K. Rowling The Lion, the Witch and the Wardrobe - C. S. Lewis 		<ul style="list-style-type: none"> The Tornado Chasers - Ross Montgomery When the Whales Walked - Michael Morpurgo Once There Were Giants - Martin Waddell Horrible Geography series Science Through Stories (The Drop of Honey) Science Through Stories (The Bird and the Forest Fire) 	
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories		The Wolves of Willoughby Chase by Joan Aitken Farther by G. Baker Wolf Brother by Michelle Paver Varjak Paw by S.F. Fred Street Child by Berlie Doherty Tom's Midnight Garden by Philippa Pearce The Midnight Fox by Betsy Byars					
Reading	Word Reading	Spelling progression links to the Sounds Write units which are applicable to Years 5 and 6. Additional interventions must be highlighted on the provision map for the specific year group. Year 5 stage expectations for Word Reading can be found in Appendix 1.					

	Comprehension	<p>Each year group follows the five strands for reading:</p> <ul style="list-style-type: none"> • Literal • Evidence Finding • Deduction • Inference • Authorial Intent <p>Teaching of comprehension links to core text, the above and the national curriculum expectations for Year 5. The following must be covered in addition to the writing genres:</p> <ul style="list-style-type: none"> • Traditional stories • Modern and science fiction • Myths and Legends • Classic authors • Stories from other cultures • Poetry narrative verse and Haiku <p>Year 5 stage expectations for Comprehension can be found in Appendix 1.</p> <p>Note: Teachers are expected to follow the reading guide document for guidance on the teaching of reading at The Grange Primary School.</p>						
Writing	Transcription (Spelling)	<p>See spelling progression for Y5 (Appendix 2) and spelling lists for Y5 (Appendix 3).</p> <p>Year 5 stage expectations for Spelling can be found in Appendix 4.</p>						
	Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Persuasion embedded across the curriculum throughout the year.
	Genre (Composition)	Non-Chronological Report	Instructions	Newspaper report	Narrative	Poetry - Jabberwocky	Narrative	
	Year 5 stage expectations for Composition can be found in Appendix 4.							
Vocabulary, Punctuation, Grammar	Alan Peat	<p>The following Alan Peat Exciting Sentences must be taught throughout the year in Year 5:</p> <p>Simile sentence Ing, ed 3 bad – question Noun, who, which, where Personification of weather</p>						
	PATSVAN	Recap P A T V A						

		<p>The following PATSVAN openers must be taught throughout the year in Year 5:</p> <p>Noun Style</p>
		Year 5 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 4.
	Handwriting	Year 5 follow the Nelson scheme for Handwriting.
Speaking and Listening	<p>Speaking Listening objectives are covered through Talk4Writing, Quality First Teaching and Kagan structures which are implemented throughout the school.</p> <p>Year 5 stage expectations for Speaking and Listening can be found in Appendix 5.</p>	

Year 6 English Overview

Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	Savage Saxons vs Vicious Vikings	'I'm an animal, get me out of here!'	Mysterious Mayans	Mysterious Mayans	Full Power	Full Power
Class end of day story to support with the teaching of English (refer to Pie Corbett reading spine where possible)	<ul style="list-style-type: none"> Holes - Louis Sachar 	<ul style="list-style-type: none"> The One and Only Ivan - K A Applegate 	<ul style="list-style-type: none"> Rain Player - David Wisniewski 	<ul style="list-style-type: none"> The Highwayman - Alfred Noyes 	<ul style="list-style-type: none"> The Hobbit - J. R. R. Tolkien 	<ul style="list-style-type: none"> The Arrival - Shaun Tan
Other books linked with topic to use during writing lessons and guided reading (Refer to Pie Corbett reading spine where possible)	<ul style="list-style-type: none"> How to Train A Dragon - Cressida Cowell Beowulf - Michael Morpurgo How to be an Anglo-Saxon in 13 Easy Stages by Scouler Anderson (non fiction) The Time-Travelling Cat and the Viking Terror - Julia Jarman Defenders: Killing Ground - Tom Palmer Viking Boy - Tony Bradman 	<ul style="list-style-type: none"> Just So stories - Rudyard Kipling Who Owns These Bones? - Henry Cap (non fiction) One Smart Fish - Christopher Wormell The Emergency Zoo - Miriam Halahmy The Secret Zoo - Chick Bryan Running Wild - Michael Morpurgo 	<ul style="list-style-type: none"> The Great Chocoplot - Chris Callaghan The Chocolate Tree (A Mayan Folktale) - Linda Lowry, Richard Keep The Great Kapok Tree - Lynne Cherry The Hero Twins: Against the Lords of Death (A Mayan Myth) Rain Player - David Wisniewski The Corn Grows Ripe - Dorothy Rhoads 	<ul style="list-style-type: none"> Frankenstein - Mary Shelley The Big Book of Science Ideas (non fiction) Goodnight Mr Tom - Michelle Magorian Various Poetry Anthologies 		
Further books from Pie Corbett's Reading Spine to read as whole class end of day stories	<ul style="list-style-type: none"> Clockwork by Phillip Pullman Skellig by David Almond Fireweed - Jill Paton Walsh River Boy - Tim Bowler 					
Reading	Word Reading	Year 6 stage expectations for Word Reading can be found in Appendix 1.				
	Comprehension	Each year group follows the 5 strands for reading: <ul style="list-style-type: none"> Literal Evidence Deduction Inference 				

		<ul style="list-style-type: none"> • Authorial Intent <p>Teaching of comprehension links to core text, the above and the national curriculum expectations for Year 6. The following must be covered in addition to the writing genres:</p> <ul style="list-style-type: none"> • Traditional stories • Myths and Legends • Poetry (e.g. Haiku, narrative) • Modern and science fiction • Stories from other cultures <p>Year 6 stage expectations for Comprehension can be found in Appendix 1.</p>						
Writing	Transcription (Spelling)	See spelling progression for Y6 (Appendix 2) and spelling lists for Y6 (Appendix 3). Year 6 stage expectations for Spelling can be found in Appendix 4.						
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Genre (Composition)	Instructions	Non-Chronological Report	Narrative (There and Back Again)	Recount, (Newspaper Report)	Narrative (In Search of a Goal)	Poetry (Narrative)	Persuasion embedded across the curriculum throughout the year.
	Year 6 stage expectations for Composition can be found in Appendix 4.							
	Vocabulary, Punctuation, Grammar	Alan Peat	Consolidation of all sentence types previously taught in Y2-5 The following Alan Peat Exciting Sentences must be taught throughout the year in Year 6: The more, the more O.(l.) P.C. De:de Irony Some; others Imagine 3 examples: Short					
	PATSVAN	All PATS VAN sentences to be consolidated throughout Y6.						
Year 6 stage expectations for Vocabulary, Punctuation and Grammar can be found in Appendix 4.								

	Handwriting	Year 6 follow the Nelson scheme for handwriting.
Speaking and Listening		Speaking and Listening objectives are covered through Talk4Writing, Quality First Teaching and Kagan Structures which are implemented throughout the school. Year 6 stage expectations for Speaking and Listening can be found in Appendix 5.

The Grange Primary School's Approach to Writing - Genre Coverage

Year Group	Genre Coverage					
EYFS	Instructions	Recount (Sequencing)	Poetry (Nursery Rhyme)	Traditional Tales	Narrative	Non-Chronological Report
Year 1	Instructions	Recount (Diary Entry)	Poetry (List)	Traditional Tales	Narrative	Non-Chronological Report
Year 2	Instructions	Recount (Diary Entry)	Poetry (Narrative - The Owl and the Pussycat)	Traditional Tales	Narrative	Non-Chronological Report
Year 3	Instructions	Recount (A Day in the Life of...)	Poetry (Calligram)	Narrative	Narrative	Non-Chronological Report
Year 4	Instructions	Recount (A Day in the Life of...)	Poetry (Sonnet)	Narrative	Narrative	Non-Chronological Report
Year 5	Instructions	Recount (Newspaper Report)	Poetry (Narrative - Jabberwocky)	Narrative	Narrative	Non-Chronological Report
Year 6	Instructions	Recount (Newspaper Report)	Poetry (Narrative - The Highwayman)	Narrative	Narrative	Non-Chronological Report

Persuasive writing is to be taught across the curriculum, linking to Speaking and Listening. Persuasive writing can be presented in different formats (e.g. radio/tv broadcast, advertising, podcast etc.) and opportunities can take place through:

- P4C debates
- Enterprise
- Team building sessions

The Grange Primary School's Approach to Writing - Talk4Writing Progression

To ensure progression of innovation throughout school, from EYFS to Year 6, the expectation for the stages and innovation levels will take place as follows:

Year Group		Talk4Writing Stage	Autumn Term		Spring Term		Summer Term	
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Imitate	This stage will be taught throughout EYFS. FS2 only - includes written recall					
		Innovate	N/A	Substitution FS2 only - modelled by class teacher to make class innovated version	Substitution (change words, characters, settings etc.) FS1 - oral discussion with class teacher FS2 - independent			
		Independent	N/A				This stage will be taught throughout Summer in FS2 only.	
Key Stage 1	Year 1	Imitate	This stage will be taught throughout Year 1.					
		Innovate	Substitution			Substitution and/or Addition		
		Independent	This stage will be taught throughout Year 1.					
	Year 2	All three stages of Talk4Writing ('Imitate', 'Innovate' and 'Independent') will be taught throughout Year 2 in each term. Teachers will choose the levels of innovation and challenge which best suit the teaching of the genre, in line with their English expectations and curricular coverage. The levels of innovation and challenge for Year 2 are as follows: <ul style="list-style-type: none"> ● Addition: add to or embellish to expand/extend a text and/or ● Alteration: alter part of a text in ways that change the course of events 						
Key Stage 2		All three stages of Talk4Writing ('Imitate', 'Innovate' and 'Independent') will be taught throughout Years 3 to 6 in each term. Teachers will choose the levels of innovation and challenge which best suit the teaching of the genre, in line with their English expectations and curricular coverage. The levels of innovation and challenge for Key Stage 2 are as follows: <ul style="list-style-type: none"> ● Alteration: alter part of a text in ways that change the course of events (mainly for Year 3) ● Genre switching: change text type, e.g. switch a story to a newspaper report etc. or change story type, e.g. to sci-fi, fantasy etc. 						

- **Change time/point of view:** past to present, same story from different point of view etc.
- **Reorder:** flashbacks, time slips etc.
- **Authorial style:** write in the style of a different author
- **Sequels or Prequels**
- **Blend story types**

The Grange Primary School Approach to Writing – Key Stage 2

The Grange Primary School's Approach to writing for Key Stage 2 is very structured. It is key that teachers follow the approach as outlined below in order to provide a solid basis for internalising writing structures, but they may adapt elements of the below to suit their class' individual needs.

Talk4Writing Stage	Sequence of Teaching	Content of Teaching
Initial Assessment	Cold Task	Children to complete a piece of independent writing based on the genre prior to any input/teaching. Teachers prompt thinking through questioning to enable children to access the genre to which they have been introduced to, e.g. Narrative 'Defeating the Enemy' – What is a narrative? What do you think 'defeating the enemy' means? What type of characters appear in narratives? What themes appear in narratives? Pictures and the writing toolkit can be shared at this point, but modelled writing and success criteria for the genre should not be shared prior to the cold task. As the children progress through the year, sentence structure should show clear improvement during cold tasks even if their produced work does not match the genre to be taught.
Imitate	Hook/Stimulus (Entry Point)	This is to introduce the children to the purpose for writing. It should be an engaging, purposeful activity to make them excited about the genre (e.g. virtual reality alien landing (fiction - flashback story) or making fairy buns (non-fiction - instructions) etc.). In line with our four curriculum drivers, the hook/stimulus should create memorable experiences that are immersive and ignite their imaginations, including visits, visitors etc.
	Imitation of the Text	<p>The imitation of a core text is essential to the Talk4Writing process and follows the structure below:</p> <ol style="list-style-type: none"> 1. Internalisation of the text: <ol style="list-style-type: none"> a. A high-quality text must be used. It is at the teacher's discretion as to whether this text matches the genre being studied (modelling the features of the genre) or matches a different genre in order for the content to be manipulated in the innovate stage. The text should include, where possible, the grammar expected to be taught through the genre (as mapped out in medium term plans). Although some texts are available from Pie Corbett, teachers will benefit from writing the text themselves in order to target and support the specific expectations and needs of their class and to make clear cross-curricular links between English and the topic being taught. (For further guidance, please refer to 'How to write a model text' on the shared drive and 'Additional Guidance' below.) b. The children learn the text using actions and expression to retain key elements of the text and its structures in their working memory. Unlike KS1, the children do not have to learn the <i>whole</i> text word-for-word, again it is at the teacher's discretion (following KS1's structure in Autumn term for Y3 is advised). Instead, the text could be learned as a summary of the narrative or as a word-for-word retelling of one section of the text, for example. The amount the children will learn off by heart must not be more than 350 words. c. The teacher maps the text using pictures and punctuation (where necessary) during the lesson as a visual aid to the child's retention of the text. This is then displayed on the washing line throughout the coverage of the genre. Jane Considine maps can be used to support with the shape for story mapping e.g. backwards S, story mountain, there and back again circle etc. Teachers are expected to use their own judgment to identify the best shape for the genre they are focusing on. d. Activities such as word and sentence tennis, role play and Pie Corbett's Jumpstart games can be used to support the process of understanding and retaining the text. 2. The children then create their own text map (including punctuation) of the imitate text in their books. This is a skill which requires the training of the children, but is a stage which can be used at the teacher's discretion. 3. From this, the children independently construct sentences to rewrite the text using actions previously learned. This can be recalled through a general re-telling of the text to encourage free, independent writing, or can be word-for-word specific. Teachers are expected to use their own judgement for what is best for their class here. <p>Note: The imitate text should be used for identifying features and structures. This could be done through reading activities such as matching features to the text, 'Navigating Genres' (Jane Considine), true or false cards etc. or during the imitate lesson where</p>

		texts naturally allow themselves to be broken into genre features (e.g. instructions). When identifying features, the imitate text should be referred to throughout and can be annotated and displayed by teachers where appropriate. There is no expectation for this to be a stand-alone lesson. This does not need to be evidenced in books but pictures can be shared on Tapestry, Twitter and the server. This is a further opportunity to develop word reading and comprehension skills (e.g. through the use of comprehension cards, event sequencing and shades of meaning). During this, a success criteria must be created with the children on a separate piece of paper to the writing toolkit, outlining the features and grammar/punctuation focus specific to the genre being taught. This should be displayed on your wall or washing line. There are success criterias available on the shared drive for teachers to refer to. Where teachers have opted for an imitate text which does not match the genre being taught, other high-quality texts matching the genre must be made available for identifying features and structures (as outlined above) prior to the innovate stage.
Innovate	Explicit Grammar or Punctuation Lessons	These lessons should link to a grammar or punctuation feature from the genre being taught. One or two lessons as appropriate will be fine. In order to have the highest impact, these lessons can be taught at different points during the writing process e.g. teaching adverbials of place before writing a setting description within a narrative. Additional grammar or revision can be taught through early bird activities e.g. using Pie Corbett's Jumpstart games starters.
	Idea Generation	Ideas in preparation for the warm task should be generated with the children. This can be through kind calling out, annotating pictures, thesaurus work etc. and should be displayed on the washing line for the children to refer to through the writing process. Children should also record these ideas in their magpie books. This is an opportunity to refer to the writing toolkit, success criteria, and any other school initiatives such as the FANTASTICS, BOOMTASTICS (where appropriate), exciting sentences etc. Idea generation can take place prior to or alongside the warm task at the teacher's discretion.
	Warm Task	<p>A modelled writing session should take place for each genre. In KS2, 'Innovation' can take place through the following levels and challenges.</p> <ul style="list-style-type: none"> ● Alteration: alter part of a text in ways that change the course of events (mainly for Y3) ● Genre switching: change text type, e.g. switch a story to a newspaper report etc. or change story type, e.g. to sci-fi, fantasy etc. ● Change time/point of view: past to present, same story from different point of view etc. ● Reorder: flashbacks, time slips etc. ● Authorial style: write in the style of a different author ● Sequels or Prequels ● Blend story types <p>These levels of innovation and challenge are taught following the structure below:</p> <ol style="list-style-type: none"> 1. First, teachers demonstrate the planning stage of writing whilst verbalising their thought process with limited input from the children. This should link to the ideas previously generated. The children then plan for their warm task. Planning can include a text map. 2. Then, teachers model the writing stage by demonstrating how to transfer ideas from planning into writing. The thought process for writing should be verbalised with limited input from the children. The modelled writing could be either a WAGALL or a WABALL, but proof-reading can take place and be verbalised alongside this. The children then use their own plans to create their warm task. 3. Finally, teachers demonstrate how to proof-read and/or edit their modelled writing with limited input from the children. Teaching points should be provided within the modelled writing so that children have the opportunity to observe the proof-reading and/or editing process being verbalised by their teacher at their stage, including opportunities to revisit previous stage expectations. It is vital that proof-read/editing stage expectations are taught explicitly during a genre so that pupils are able to employ this skill in subsequent pieces of writing throughout the year. Following the modelled edit, the children proof-read and edit their warm task around the same teaching point. Further editing and proof-reading should have a tighter

		<p>focus to meet the children's individual needs – e.g. Chilli 1 – check for CFSS, Chilli 2 – check for punctuation, Chilli 3 – check for spelling.</p> <p>The teacher's model must be displayed on the washing line for the children as a reference point/scaffolding tool and not for copying purposes. This must be taken down before starting the 'Independent Application' stage.</p>
Independent Application	Idea Generation	<p>Ideas in preparation for the warm task should be generated with the children. This can be through kind calling out, annotating pictures, thesaurus work etc. and should be displayed on the washing line for the children to refer to through the writing process. Children should also record these ideas in their magpie books. This is an opportunity to refer to the writing toolkit, success criteria, and any other school initiatives such as the FANTASTICS, BOOMTASTICS (where appropriate), exciting sentences etc. Idea generation can take place prior to or alongside the hot task at the teacher's discretion.</p>
	Hot Task	<p>A shared writing session should take place for each genre being taught and follow the structure below:</p> <ol style="list-style-type: none"> 1. First, the children generate ideas for a whole-class shared plan (scribed by the teacher on flip chart) with limited input from the teacher. The teacher should be eliciting ideas from children through guided questioning to provide support and direction. The plan is then hidden and the children independently plan for their hot task. The use of magpie books should be encouraged here and should link to the ideas previously generated. Planning can include a text map. 2. Then, the children generate sentences and paragraphs for a whole-class shared write (scribed by the teacher on flip chart) with limited input from the teacher. The teacher should be eliciting sentence structure ideas from children through guided questioning to provide support and direction. This process should be increased over time (e.g. one sentence at time, then two, then three etc.) to aid working memory, increasing confidence and forming coherent sentences. Teachers should direct the children to refer to the writing toolkit, imitate text and success criteria, but the ideas for the paragraph/section come from the children. The shared write is then hidden and the children independently create their hot task. 3. Finally, the children demonstrate how to proof-read and/or edit their modelled writing in line with current and previous stage expectations (scribed by the teacher on flip chart) with limited input from the teacher. The children refer to the success criteria and writing toolkit during this process. Following the shared edit, the edited shared-write is then hidden and the children proof-read and edit their hot task, using prior and current taught proof-reading and editing skills. <p>Note: At no point during the independent stage should any modelled/shared planning or writing be on display for the children. Through high-quality teaching and following the above approach to writing, the children will be confident to write independently without the need to refer to adult-scribed texts.</p> <p>Note: The hot task should be written straight into tracking to demonstrate the writing and editing process.</p>

Additional Guidance:

The Imitate Text

The imitate text must be created in line with the expectations of the children at the teaching point in the year. For example, an imitate text for Year 2 in Autumn 1 should include Summer 2 expectations for Year 1, but an imitate text for Year 2 in Summer 2 should include Summer 2 expectations for Year 2. Throughout the year, texts should build upon the previous year group's stage expectations as well as the current year group's program of study to continually revise and embed the skills needed for writing.

Writing Toolkit

A list of all taught grammar, punctuation, exciting sentences etc. must be displayed and added to as each objective has been taught throughout the year. This will create a 'go to' of possible things that the children should include in their writing and builds on prior knowledge. The writing toolkit should follow the children through school and be passed on to the next year group so that prior year groups' expectations for grammar, punctuation, exciting sentences are added to, creating a comprehensive list of teaching in order to aid retention and application.

Assessment of Writing at TGPS

Formative assessment in writing takes place through the use of self/peer assessment, pupil target sheets and teacher input through Classtrack. It is expected that pupils consistently use self and peer assessment, peer critique and WINKs, in line with the Marking and Feedback Policy. Staff are expected to be providing assessment and feedback, in line with the Marking and Feedback Policy. Individual targets for writing through years 1-6 will be on target cards and kept in books for children and teachers to refer to. Targets should be signed and dated three times to achieve a bead for pupils' rainbows. Completed cards should be filed in the Assertive Mentoring Files.

Summative assessment in writing takes place through hot tasks and OTrack assessments. Hot tasks are to be written straight into tracking books from Summer 2 in Foundation Stage 2. Writing directly into tracking will evidence the full process of editing and improving. Teachers will print out the current Classtrack sheets (pupil subject development record) for each pupil at their stage level and mark against these, gluing them into the tracking books, following the Assessment Policy.

Appendix 1

Stage 5 Reading Expectations

Word Reading

1. **Apply their growing 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

2. Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref 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 and science 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 between books
8. Learning a wider range of poetry by heart e.g. narrative verse and haiku
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
10. **Check the book makes sense to them, discuss their understanding, explore the meaning of words in context using relevant strategies**
11. Asking questions to improve their understanding
12. **Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence**
13. Predicting what might happen from details stated and implied
14. **Summarise main ideas drawn from more than 1 paragraph, identify key details that support the main ideas**
15. Identifying how language, structure and presentation contribute to meaning
16. Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader:
 - a. Identify and comment on writer's use of language for effect e.g. precisely chosen adjectives, similes and personification
 - b. Identify grammatical features used by writer to impact on the reader e.g. rhetorical questions, varied sentence lengths, varied sentence starters and empty words
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
 - a. Present an oral overview or summary of a text
 - b. Present the author's viewpoint of a text
 - c. Present a personal point of view based on what has been read
 - d. Listen to others' personal point of view
21. **Provide reasoned justifications for their views**

Stage 6 Reading Expectations

Word Reading

1. **Apply their growing 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 and attempting pronunciation of unfamiliar words, including exception words.**

Comprehension

2. Continue to read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction & ref 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 and science 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 across longer texts
7. Making comparisons within and across books
8. Learning a wider range of poetry by heart e.g. narrative, verse and sonnet
9. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
10. **Check the book makes sense to them, discuss their understanding, explore the meaning of words in context, unfamiliar words, figurative and idiomatic language in context using relevant strategies**
11. Asking questions to extend their understanding
12. **Draw inferences (characters' feelings, thoughts & motives) from their actions, & justify with evidence with developed explanations**
13. Predicting what might happen from details stated and implied from across a text
14. **Summarise main ideas drawn from more than 1 paragraph, identify key details that support the main ideas**
15. Identifying how language, structure and presentation contribute to meaning and explaining the effect of the context on a text e.g. historical and geographical
16. Discuss & evaluate how authors use language, inc figurative language, considering the impact on the reader:
 - a. Identify and comment on writer's choice of language
 - b. Identify and explain how writers use grammatical features for effect e.g. short sentence
 - c. Show awareness of the writer's craft by commenting in the use of language, grammatical features and structures of text
17. Distinguish between statements of fact and opinion
18. **Retrieve, record, organise 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:
 - a. Explain the main purpose of a text and summarise it
 - b. Present and explain the author's view point of a text
 - c. Present a personal point of view based on what has been read
 - d. Present a counter argument in response to others' points of view
21. **Provide reasoned justifications for their views with evidence from text**

Appendix 2

Year 5 and Year 6 Spelling Progression

Stage Expectations	National Curriculum	Word lists (NC)	Alternative words (Polysyllabic)	Statutory Word List
<u>Use further prefixes & suffixes & understand the guidelines for adding them</u>	Endings which sound like /ʃəs/ spelt –cious or –tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	audacious, efficacious, fallacious, ferocious, noxious, repititious, seditious, tenacious, vexatious, vivacious, voracious	conscious
	Endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential	Commercial, crucial, differential, facial, influential, initial, judicial, potential, presidential, racial, residential, sequential, social, spatial, substantial, superficial, torrential	
	Words ending in –ant, –ance/– ancy, –ent, –ence/–ency	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	Accident, adjacent, amazement, appliance, advance, absent, argument, balance, commitment, compliment, consonant, continent, distant, distance, entrance, department, document, employment, enjoyment, equipment, fascinate, frequency, frequent, government, instrument, newsagent, nutrient, performance, permanent, repayment	Conscience, convenience, existence, hindrance, nuisance, relevant, sufficient
	Words ending in –able and –ible Words ending in –ably and –ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably	Abominable, adaptable, amicable, available, (un)comfortable, manageable, miserable, noticeable, reasonable, vulnerable, biodegradable, considerable, inseparable, impressionable, parable, irresponsible,	

		(toleration) changeable, noticeable, forcible, legible	objectionable, reprehensible, unforgivable	
	Adding suffixes beginning with vowel letters to words ending in –fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference		
Distinguish between homophones and other words which are often confused	requirements Rules and guidance (non-statutory) Example words (non-statutory) Homophones and other words that are often confused		advice/advise device/devise licence/license practice/practise prophecy/prophesy father/farther guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridle/bridal cereal/serial compliment/complement descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary whose/who's	muscle/mussel

Stage Expectations	National Curriculum Expectation	Word List NC	Alternative words (Polysyllabic)	Statutory Word List
Use knowledge of morph/etymology in spell; understand some need to be learnt specifically	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.	deceive, conceive, receive, perceive, ceiling		Exception words – ancient, conscience
	Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough		<u>thorough</u>
	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Knee, <u>rhyme</u> , <u>yacht</u> , <u>muscle</u> Island, basically, plumb, gnaw, wrinkle, <u>bargain</u> , Gnarled, wrapper, crumb, yolk, debt, doubt, lamb, Knuckle, gnomes, wreck, wheat, numb, half, chalk,	acknowledgement, archaeology, conscientious, encyclopaedia, environmental, wristwatch, wristband, kneecap, playwright, bargain, rewrite, rhombus, rhubarb, rhyme, rhythm, scholar, scissors, writing, knowledge, drawer, delight, highlight,	especially, conscience, environment, queue, rhyme, rhythm, parliament, government, mischievous

		Solemn, thistle, knight, knife, gnash, wrist, rhubarb, salmon, folk		
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Statutory Word List

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

Appendix 3

Year 5 Spelling Lists

	Sound/Spelling Rule	Year 5
List 1	Y5/6 Rule: words containing the letter-string ough	rough tough enough cough ought through
List 2	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	bought thought nought brought fought thorough
List 3	Year 5/6 Rule: endings which sound like /ʃəs/ spelt –cious or –tious	ambitious cautious conscious delicious ferocious vicious
List 4	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.	infectious nutritious precious suspicious fictitious contentious
List 5	Y5/6 Rule: endings which sound like /shul/ (-cial/-tial)	potential influential official special torrential Initial (exception word)
List 6	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial	facial crucial racial

		artificial confidential commercial (exception word)
List 7	Y5/6 Rule: words ending in –able and –ably	available portable reasonable reasonably tolerable tolerably
List 8		vegetable unavoidably adorable adorably considerable considerably
List 9	Y5/6 Rule: Words ending in –ible and –ibly	incredible incredibly sensible sensibly visible visibly
List 10		possible possibly horrible horribly terrible terribly
List 11	Y5/6 Rule: words ending in –ant,–ance/–ancy/- ent and –ence /– ency if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.	relevant relevance observant observance hinderance nuisance (exception word)
List 12		convenient convenience sufficient sufficiency obedient

		obedience
List 13	KS1 recap (applied to more complex words): Words with the long vowel sound /i/ spelt with y	apply supply identify occupy python hygiene
List 14		rhyme cycle python multiply comply magnify
List 15	KS1 recap (applied to more complex/statutory 5/6 words): /e/ sound spelt with the letter y.	cemetery curiosity February opportunity city injury
List 16	February, century & library Y3/4 statutory words	secretary variety library century memory penalty
List 17	Y3/4 Revision: Words with the a sound spelt 'ei' 'eigh' or 'ey' Spell words that are often misspelt.	eighth height eight reign weight neighbour
List 18	Y3/4 Revision: word endings sure/ture Spell words that are often misspelt. Words with endings sounding like 'ure'.	leisure signature temperature enclosure reassure amateur (exception)
List 19		referring referred

	<p>Y5/6 Rule: 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>referral preferring preferred preference</p>
List 20	<p>The r is not doubled if the –fer is no longer stressed</p>	<p>transferring transferred transference deferred deferring reference</p>
List 21	<p>Y3/4 Revision: prefixes dis-, mis-, in-</p>	<p><u>disappear</u> dishonest misbehave mislead inactive incorrect</p>
List 22	<p>Words beginning with ‘in’ (Y5/6 statutory word list)</p>	<p><u>individual</u> <u>interfere</u> <u>interrupt</u> <u>increase (Y3/4)</u> innocent inclusive</p>
List 23	<p>Y5/6 Rule: Words with silent letters (i.e. Letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a</p>	<p><u>yacht</u> <u>environment</u> <u>vehicle</u> debris doubt gnarled</p>
List 24	<p>/k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</p>	<p><u>queue</u> island lamb knuckle numb comb</p>

List 25	<p>Y5/6 Rule: Homophones and other words that are often confused.</p> <p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>	<p>advice advise device devise licence license</p>
List 26		<p>practice practise cereal serial farther father</p>
List 27	<p>Y5/6 Rule: Homophones and other words that are often confused.</p>	<p>who's whose descent dissent guessed guest</p>
List 28		<p>desert dessert drought draught which witch</p>
List 29	<p>Y5/6 Statutory words: Words containing word endings -ate -ise</p>	<p><u>accommodate</u> <u>communicate</u> <u>appreciate</u> <u>desperate</u> <u>exaggerate</u> pollinate</p>
List 30		<p><u>criticise</u> <u>recognise</u> advertise finalise equalise fertilise</p>
List 31		<p><u>embarrass</u></p>

		<u>especially</u> <u>correspond</u> <u>attached</u> <u>apparent</u>
List 32	Y5/6 Statutory Words containing double consonants	<u>profession</u> <u>sufficient</u> <u>suggest</u> <u>recommend</u> <u>community</u>
List 33	Statutory Y3/4/5/6 words- Maths Linked	<u>twelfth</u> <u>average</u> <u>forty</u> <u>length</u> <u>quarter</u> <u>minute</u>
List 34	Statutory Y5/6 words from across the curriculum	<u>language</u> <u>foreign</u> <u>dictionary</u> <u>physical</u> <u>persuade</u> <u>competition</u>

National Curriculum Word List

Statutory Word List

Note: Lists 35-39 (5 weeks) are to be personalised to each child. Each child will choose words they got incorrect in their weekly tests, identified on their spelling assessment sheet, to form tests 35-39. The children will test themselves in pairs.

Appendix 4

Year 6 Spelling Lists

	Sound/Spelling Rule	Year 6
List 1	Y3/4 Revision: Words with the short vowel sound /i/ spelt with y	<u>bicycle</u> <u>symbol</u> <u>physical</u> <u>rhythm</u> <u>system</u> symptom
List 2	Y3/4 Revision: Endings which sound like 'tion' spelt -ation, -sion, -ssion, -cian,-tion.	<u>mention</u> <u>occasion</u> <u>position</u> <u>pronunciation</u> decision admission
List 3		<u>possession</u> <u>profession</u> <u>question</u> <u>explanation</u> suspension explosion
List 4	Y3/4 Revision (Linked to Statutory 5/6 words): Creating adverbs using the suffix -ly	<u>aggressively</u> <u>frequently</u> <u>marvellously</u> <u>sufficiently</u> <u>excellently</u> <u>awkwardly</u>
List 5		<u>immediately</u> <u>sincerely</u> lazily easily greedily messily

List 6	<p>Y5/6 Rule: 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:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	<p>deceive receive perceive ceiling receipt achieve*</p>
List 7	<p>*Links to rule i before e</p>	<p>neither (exception) seize (exception) caffeine (exception) protein (exception) either (exception) conscience (exception)</p>
List 8	<p>Y5/6 Rule: word ending in –ent, –ence/–ency</p>	<p>convenient convenience existent existence innocent innocence</p>
List 9	<p>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.</p>	<p>independent independence frequent frequence frequency conscience</p>
List 10	<p>Y5/6 Statutory Words containing double consonants</p>	<p><u>harass</u> <u>necessary</u> <u>occupy</u> <u>occur</u> <u>opportunity</u> <u>recommend</u></p>
List 11		<p><u>suggest</u> <u>committee</u> <u>programme</u> <u>suppose</u> <u>interrupt</u> <u>possession</u></p>

List 12	Y5/6 Rule: words containing the letter-string ough	though thought although dough borough bough
List 13	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	plough drought bought trough tough enough
List 14	Y3/4 Revision: words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’	league tongue fatigue intrigue plague synagogue
List 15		antique unique mosque picturesque cheque opaque
List 16	Y5/6 Rule: 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 knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.	<u>muscle</u> <u>bargain</u> <u>knowledge</u> <u>parliament</u> <u>especially</u> <u>government</u>
List 17	Y5/6 Rule: words with silent letters (i.e. Letters whose presence cannot be predicted from the pronunciation of the word)	solemn thistle knight knife wrestle scissors

List 18	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	<u>guarantee</u> wrist rhubarb salmon mortgage tomb
List 19	Y5/6 Rule: use of the hyphen 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. The prefix 'co' means 'together'	co-operate co-author co-own ill-used ill-tempered non-slip
List 20	ill' means 'bad' or 'badly'. It means the opposite of 'good' or 'done well'. 'non' means 'not'. When added as a prefix it will give the word the opposite meaning. The prefix 're' means 'again'. Think of 'repeat'	re-educate re-examine re-evaluate re-energise re-enter re-cover
List 21	Y3/4 Revision: adding the suffix -ous (word endings in y become i)	<u>various</u> furious glorious adventurous victorious mysterious
List 22	Y5/6 Statutory words: adding the suffix -ous	<u>famous</u> (Y3/4 statutory spelling) <u>mischievous</u> <u>disastrous</u> <u>conscious</u> jealous courageous
List 23	Y5/6 Statutory Spelling Challenge Words	<u>bruise</u> <u>determined</u> <u>develop</u> <u>equip</u> <u>familiar</u> <u>restaurant</u>

List 24		<u>privilege</u> <u>controversy</u> <u>critic</u> <u>definite</u> <u>identity</u> <u>neighbour</u>
List 25	Y5/6 Statutory words - Science linked	<u>lightning</u> <u>equipment</u> <u>stomach</u> <u>system</u> <u>category</u> <u>shoulder</u>
List 26	Y5/6 Statutory words - History Linked History & reign - Y3/4 statutory words revisited	<u>prejudice</u> <u>ancient</u> <u>sacrifice</u> <u>soldier</u> <u>history</u> <u>reign</u>
List 27	Y3/4 Revision: adding the prefix il-, ir-, im- il- before a root word begging with l ir- before a root word beginning with r im- before a root word beginning with m or p	illegal illegible ir <u>regular</u> irrational immature impatient
List 28	Y5/6 Rule: Homophones and other words that are often confused.	isle aisle aloud allowed past passed
List 29		effect affect altar alter bridle bridal

List 30	Y5/6 Rule: Homophones and other words that are often confused.	compliment complement precede proceed assent ascent
List 31		stationary stationery steal steel wary weary

National Curriculum Word List

Statutory Word List

Note: Lists 32-39 (8 weeks) are to be personalised to each child. Each child will choose words they got incorrect in their weekly tests, identified on their spelling assessment sheet, to form tests 32-39. The children will test themselves in pairs.

Appendix 5

Stage 5 Writing Expectations

Spelling, punctuation and grammar

1. Use further prefixes and suffixes and understand the guidance for adding them (Sp 5:1-11; GH 5:1,2)
2. Spell some words with silent letters (Sp 5:14-18; GH 5:3,4)
3. Continue to distinguish between homophones & other words often confused (Sp 5:19,20; GH 5:5,6)
4. Spell commonly misspelt words from the Year 5 and 6 word list
5. Use dictionaries to check the spelling and meaning of words (GH 5:7) and use a thesaurus
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary (GH 5:8,9)
7. Spell year 5 words accurately
8. Use the perfect form of verbs to mark relationships of time and cause (GH 5:18,19)
9. Use expanded noun phrases to convey complicated information concisely (GH 5:20,21)
10. **Use modal verbs or adverbs to indicate degrees of possibility (GH 5:22)**
11. Use relative clauses beginning with who, which, where etc or with an implied relative pronoun (GH 5:23)
12. **Use commas to clarify meaning or avoid ambiguity in writing (GH 5:24)**
13. Use brackets, dashes or commas to indicate parenthesis (GH 5:25)
14. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity (GH St 5)

Composition

Planning writing:

15. identifying the audience for and purpose of the writing, selecting the appropriate form & using other similar writing as models for their own composition (e.g. text type prompts & scaffolds)

16. Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary
17. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

18. Selecting appropriate grammar and vocabulary for the purpose, understanding how such choices can change and enhance meaning (pupil prompts UKS2)
19. In narratives, integrate description, action and dialogue to convey character and plot
20. Précising short passages, conveying key information
21. **Using a range of devices to build cohesion within paragraphs (GH 5:10,11)**

Evaluate and edit:

- 22. Assessing the effectiveness of own writing (e.g. 'up-stage' prompts UKS2)
- 23. Proposing changes to vocab, grammar and punctuation to enhance effects ('up-stage' prompts UKS2)
- 24. Ensuring the consistent and correct use of tense throughout a piece of writing (GH 5:14,15)
- 25. Ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing ('up-stage' prompts UKS2; GH 5:16,17)
- 26. Proof-read for spelling and punctuation errors** (e.g. 'up-stage' prompts UKS2)
- 27. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear

Handwriting

- 28. 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
- 29. Write legibly, fluently and with increasing speed by: choosing the writing implement best suited for a task

Stage 6 Writing Expectations

Spelling, punctuation and grammar

1. Use further prefixes & suffixes & understand the guidelines for adding them (Sp 6:1, 7-9, 11-20; GH 6:1,3)

2. Distinguish between homophones and other words which are often confused (Sp 6:2; GH 6:2)
3. Use know of morph/etymology in spell; understand some need to be learnt specifically (Sp 6:7-10; GH 6:3,4)
4. Use dictionaries to check the spelling and meaning of words (GH 6:2-5)
5. Use a thesaurus (GH:6)
6. Spell commonly misspelt words from the Year 5 and 6 word list
7. Spell year 6 words accurately
8. Recognise vocab & structures appropriate for formal speech & writing, inc subjunctive forms (GH 6:14)
9. Use hyphens to avoid ambiguity (Sp 6:1-3; GH 6:17,18)
10. Use passive verbs to affect the presentation of information in a sentence (GH 6:15,16)
11. Use semi-colons (GH 6:19), colons or dashes (GH 6:20) to mark boundaries between independent clauses and a colon to introduce a list (GH 6:21)
12. Punctuate bullet points consistently
13. Use ellipses (GH 6:23)
14. Learn the grammar and grammatical terminology for Stage 6-active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis (GH St6, 6:14,24,25)

Composition

Planning writing:

15. noting & developing initial ideas, drawing on reading & research where necessary
 16. **identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own (text type prompts UKS2)**
 17. in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed
 18. Select appropriate grammar & vocab, understanding how such choices can change and enhance meaning to impact on the reader.
- Draft and write by:
19. **in narratives, integrate descriptions of settings, characters and atmosphere and dialogue to convey character and advance the action.**
 20. précis longer passages, conveying key information (GH 6:8,9)
 21. **using a wide range of devices to build cohesion within and across paragraphs (text type prompts, pupil prompts UKS2; GH 6:10,11)**
 22. **using further organisational & presentation devices to structure text & to guide the reader, e.g. headings, bullet points, underlining**
 23. assessing the effectiveness of their own and others' writing ('up-stage' prompts UKS2)

24. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ('up-stage' prompts UKS2)
25. ensuring the consistent and correct use of tense throughout a piece of writing
- 26. ensuring correct subject-verb agreement when using singular & plural**
27. Distinguish between the language of speech & writing and choosing the appropriate register ('up-stage' prompts UKS2; GH 6:15,16)
28. Proof-read for spelling and punctuation errors.
29. Perform own compositions, using appropriate intonation, volume and movement so the meaning is clear

Handwriting

30. Write legibly, fluently and with increasing speed by: choosing the writing implement best suited for a task

Appendix 6

Stage 5 Speaking and Listening Expectations

1. Talk and listen confidently in a wide range of contexts, including some that are formal.
2. Engage the interest of the listener by varying their expression and vocabulary.
3. Adapt spoken language to the audience, purpose and context.
4. Explain the effect of using different language for different purposes.
5. Develop ideas and opinions with relevant detail.
6. Express ideas and opinions justifying a point of view.
7. Show understanding of the main points, significant details and implied meanings in a discussion.
8. Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
9. Begin to use Standard English in formal contributions.
10. Begin to use hypothetical language to consider more than one possible outcome or solution.
11. Perform their own compositions, using intonation and volume so that meaning is clear.
12. Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
13. Understand and begin to select the appropriate register according to the context.

Stage 6 Speaking and Listening Expectations

1. Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
2. Ask questions to develop ideas and make contributions that take account of others' views.
3. Use evidence to support ideas and opinions.
4. Explain ideas and opinions, elaborating to make meaning explicit.
5. Take an active part in discussions, taking different roles.
6. Use hypothetical and speculative language to express possibilities.
7. Use Standard English fluently in formal situations.
8. Debate an issue, maintaining a focused point of view.
9. Use formal language of persuasion to structure a logical argument
10. Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
11. Perform poems or plays from memory, making deliberate choices about how they convey ideas and characters, contexts and atmosphere.
12. Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.
13. Pay close attention to and consider the views and opinions of others in discussions.
14. Make contributions to discussions, evaluating others' ideas and responding to them.
15. Understand and select the appropriate register according to the context.