

Reading - Word reading
To show knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words
Reading - Comprehension
To read and discuss fiction, poetry, plays, non-fiction and reference books
To read books with different structures and books that were written for a range of purposes
To show knowledge of myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures.
To recommend books to other people and give reasons for choices
To recognise themes and conventions in different books
To compare a book with another book and make comparisons within a book
To learn a range of poetry off by heart
To read poems and play scripts out loud, using intonation, tone, volume and actions effectively
To discuss my understanding of books and explain the meaning of words in context
To ask questions to improve an understanding of a text
To interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text
To predict what might happen in a story based on what the writer says and suggests
To identify and summarise the main ideas from several paragraphs in a text, and give evidence to back up these ideas
To identify how language, structure and presentation affect meaning
To discuss and assess how authors use language, and consider the impact on the reader
To tell the difference between statements of fact and statements of opinion
To pick out, write down and present information from non-fiction texts
To discuss books that have been read to them and books that have been read by them, to challenge other people's views politely.
To back up views with evidence

Writing - Transcription
To learn about prefixes and suffixes and how to add them to words
To spell some words with silent letters
To tell the difference between homophones and other words that are commonly confused
To use knowledge of other words to spell new words
To use knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically
To use a dictionary to check spellings of words and the meaning of words

To use the first three or four letters of a word to find the spelling and meaning in a dictionary
To use a thesaurus
To write clearly and quickly by choosing the right shapes of letters and knowing when not to join letters
To choose the most suitable writing tool for the task

Writing - Composition
To plan writing by identifying the audience and purpose, and use this to choose the most appropriate form. To use similar writing I have read to help
To note down and develop initial ideas and carry out extra reading or research if needed
To plan narratives by looking at how other authors have developed characters and setting, in what pupils have read, listened to or seen performed
To select appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
To summarise longer passages
To use a wide range of devices to build cohesion within and across paragraphs
To use further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining)
To assess the effectiveness of their own and others' writing
To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
To ensure the consistent and correct use of tense throughout a piece of writing
To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
To proof read for spelling and punctuation errors.
To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Writing - Vocabulary, Grammar and Punctuation
To recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive form
To use passive verbs to affect how presentation of information in a sentence
To use the perfect form of verbs to mark relationships of time and cause
To use expanded noun phrases to convey complicated information concisely
To use modal verbs or adverbs to indicate degrees of possibility

To use relative clauses beginning with who, which, where, when, whose, that or what an implied (omitted) relative pronoun
To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
To know how words are related by meaning as synonyms and antonyms
To links ideas across paragraphs, using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg use of adverbials - on the other hand, in contrast) and ellipsis
To use layout devices to structure text
To use a semi-colon, colon and dash to mark the boundary between independent clauses
To use the colon to introduce a list and use of semi-colons within lists
To punctuate bullet points to list information
To use hyphens to avoid ambiguity
To know the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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

SPELLINGS			
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Endings which sound like / spelt -cious or -tious		vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious	
Ends which sound like	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions Exceptions: initial, financial, commercial, provincial	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 ____ or ____ sound in the right position: -ation endings are often a clue Use -ent and -ence/-ency after soft c, soft g and qu or if there is a related words with a clear /____/ 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, (observation), expectant, (expectation) hesitant, (hesitation) hesitancy, tolerant, (toleration) tolerance, 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	The -able/-ably endings are far more common than the -ible/-ibly endings As with -ant and -ance /-ancy, the able ending is used if there is a related word ending in -ation If the =-able ending is added to a word ending in -ce or -ge the e after c or g must be kept as those letters would otherwise have their 'hard' sounds before the a of the -able 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 -ible ending is common if a	Adorable/adorably (adoration), Applicable/applicably (application), considerable/considerably (consideration) tolerable, tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly,	

	complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (sensible)	horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added The r is not doubled if the -fer is no longer stressed	Referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference	
Use of the hyphen		co-ordinate, re-enter, co-operate, co-own	
Words with the /___/ sound spelt ei after c	The 'i' before e except after c' rule applies to words where the sound spelt by ei is /___/ Exceptions: protein, caffeine, seize, either and neither	Deceive, conceive, receive, perceive, ceiling	
Words containing the letter- string -ough	Ough is one of the trickiest spellings in English - it can be used to spell a number of sounds	Ought, bought, thought, nought, brought fought, rough, tough, enough, cough, Though, although, dough, Through, Thorough, borough Plough, bough	
Words with 'silent' letters	Some letters which are no longer sounded used to be sounding hundreds of year ago	Doubt, island, lamb, solemn, thistle, knight	
Homophones	Nouns end -ce and verbs end -se	Advice/advise Device/devise Licence/license Practice/practise Prophecy/prophesy	
	Aisle/isle Aloud/out loud Allowed/permitted Affect/effect Altar/alter Ascent/assent Bridal/bridle Cereal/serial Compliment/complement Farther/further Guessed/guest Heard/herd Led/lead Morning/mourning		

	Past/passed Precede/proceed Descent/dissent Desert/dessert Draft/draught Profit/prophet Stationary/stationery Steal/steel Wary/weary Who's/ whose	
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Word list Year 5 and 6

Accommodate	Criticise	Individual	Relevant
Accompany	Curiosity	Interfere	Restaurant
According	definite	Interrupt	Rhyme
Achieve	Desperate	Language	Rhythm
Aggressive	Determined	Leisure	Sacrifice
Amateur	Develop	Lighting	Secretary
Ancient	Dictionary	Marvellous	Shoulder
Apparent	Disastrous	Mischievous	Signature
Appreciate	Embarrass	Muscle	Sincerely
Attached	Environment	Necessary	Solder
Available	Equip -ped -ment	Neighbour	Stomach
Average	Especially	Nuisance	Sufficient
Awkward	Exaggerate	Occupy	Suggest
bargain	Excellent	Occur	symbol
Bruise	Existence	Opportunity	Temperature
Category	Explanation	Parliament	Thorough
Cemetery	Familiar	Persuade	Twelfth
Committee	Foreign	Physical	Variety
Communicate	Forty	prejudice	Vegetables
Community	Frequently	Privilege	Vehicle
Competition	Government	Profession	yacht
conscience	Guarantee	Programme	
Conscious	harass	Pronunciation	
Controversy	Hindrance	Queue	
Convenience	Identity	Recognise	
Correspond	Immediate (ly)	recommend	