

Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English 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.

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them (-ate, -ise, -ify, dis-, de-, mis-, over-, re-)
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Endings which sound like /jəs/ spelt – cious or –tious

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

Endings which sound like /jəl/

Words containing the letter-string ough

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Homophones
 Aisle/isle – aloud/allowed – affect/effect – altar/alter – ascent/assent – bridal/bridle – cereal/serial – advice/advise – device/devise – licence/license – practice/practise – prophecy/prophesy – father/farther/further – guessed/guest – heard/herd – led/lead – morning/mourning – past/passed – compliment/complement – descent/dissent – desert/dessert – draft/draught – precede/proceed – principal/principle – profit/prophet – stationary/stationery – steal/steel – wary/weary – who’s whose

Words ending in –able and –ible

Words ending in –ably and –ibly

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

Use of the hyphen (co-ordinate re-enter)

Writing 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 pupils 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 [for example, 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

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6)
 - using passive verbs to affect the presentation of information in a sentence (Y6)
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility (Y5)
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y5)
 - using devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)
 - linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (second) (Y5)
 - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (Y6)
 - using layout devices such as headings, sub-headings, columns, bullets or tables to structure text (Y6)
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing (Y5)
 - using hyphens to avoid ambiguity (Y6)
 - using brackets, dashes or commas to indicate parenthesis (Y5)
 - using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)
 - using a colon to introduce a list (Y6)
 - punctuating bullet points consistently (Y6)
- use and understand the grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) accurately and appropriately in discussing their writing and reading. (Y5)
- use and understand the grammatical terminology (subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet point) accurately and appropriately in discussing their writing and reading. (Y6)

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 whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.