

- Years 1 - 6**
- listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- speaking audibly and fluently with an increasing command of
- participate in discussions, presentations, performances, r
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to c
- select and use appropriate registers for effective commu

Reading - Word Reading **Reading - Comprehension**

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.

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 refer
 - 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 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, ton
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on
 - 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, b
- explain and discuss their understanding of what they have read, including through formal presentations
- provide reasoned justifications for their views.

Vocabulary, Grammar and Punctuation

Text Structure	Sentence Structure	Punctuation
Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Relative clauses beginning with <i>who, which, where, why, or whose</i> Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <i>using passive verbs to affect the presentation of information in a sentence</i> <i>using the perfect form of verbs to mark relationships of time and cause</i> <i>using expanded noun phrases to convey complicated information concisely</i> <i>using modal verbs or adverbs to indicate degrees of possibility</i> <i>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <i>Indicate grammatical and other features by:</i> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity ii using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parent using semi-colons, colons or dashes to mark boundari independent clauses using a colon to introduce a list punctuating bullet points consistently

Composition (Planning, Writing and Editing)

	Write	Edit
a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing b. noting and developing initial ideas, drawing on reading and research where necessary	a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	a. as b. pr mea d. er

▪ use a thesaurus.
