

| | | Spoken Language | |
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| Years 1 - 6 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> use spoken language to develop understanding through spe speak 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 - Comprehen | |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 | |
| <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> | <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over them fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p> <p><i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i></p> <p><i>using passive verbs to affect the presentation of information in a sentence</i></p> <p><i>using the perfect form of verbs to mark relationships of time and cause</i></p> <p><i>using expanded noun phrases to convey complicated information concisely</i></p> | <p>Use of the semi-colon, colon and dash to indicate a strong of a sentence than a comma.</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eat</i> versus <i>maneating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> <p><i>Indicate grammatical and other features by:</i></p> <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 | |

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| Writing - Transcription (Spelling) | | | |
| Pupils should be taught to: <ul style="list-style-type: none">▪ use further prefixes and suffixes and understand the guidance for adding them▪ 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. | | Pupils should be taught to: <ul style="list-style-type: none">▪ write legibly, fluently and with increasing speed by:<ul style="list-style-type: none">▪ choosing which shape of a letter to use when given choice▪ choosing the writing implement that is best suited for c | |