

Reading – Word Reading

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

Reading – Comprehension

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and read for a range of purposes

Increase 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

Recommend books that they have read to their peers, giving reasons for their choices

Identify and discuss themes and conventions in and across a wide range of writing

Make comparisons within and across books

Learn a wider range of poetry by heart

Prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience

Check that the book makes sense to them, discuss their understanding and explain the meaning of words in context

Ask questions to improve their understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas

Identify 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, build on their own and others' ideas and challenge 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

Writing – Handwriting

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

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Writing – Transcription

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters

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

Writing – Composition

Plan their writing

Draft and write

Evaluate and edit by:

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – Vocabulary, Grammar and Punctuation

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Use passive verbs to affect the presentation of information in a sentence

Use the perfect form of verbs to mark relationships of time and cause

Use expanded noun phrases to convey complicated information concisely

Use modal verbs or adverbs to indicate degrees of possibility

Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun

Learn the grammar for years 5 and 6 in English Appendix 2

Use commas to clarify meaning or avoid ambiguity in writing

Use hyphens to avoid ambiguity

Use brackets, dashes or commas to indicate parenthesis

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use a colon to introduce a list

Punctuate bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

