# READING

| Term | Autumn | Spring | Summer |
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| **Book Band** | **Dark Blue** | **Dark Blue** | **Dark Blue / Dark Blue free reader** |
| **Word Reading** | Use knowledge of root words and suffixes to understand meanings *e.g.*<br>*-ible (meaning 'capable of') – accessible, visible, terrible, audible.*<br>*-able (meaning 'capable of') – reliable, dependable, reasonable.*<br>*-ibly (meaning 'capable of') – legibly, incredibly, forcibly.*<br>*-ably (meaning 'capable of') – considerably, admirably, amiably.* | Use knowledge of root words and suffixes to understand meanings *e.g.*<br>*-ant (meaning 'a person who') – observant, hesitant, tolerant.*<br>*-ance (meaning 'quality, action, state or process') – observance, hesitance,tolerance, substance.*<br>*-ancy (meaning 'state' or 'quality') – pregnancy, buoyancy, absorbency.* | Use knowledge of root words and suffixes to understand meanings *e.g.*<br>*-ent (meaning 'quality, action, state or process') – innocent, decent, frequent, confident.*<br>*-ence (meaning 'quality, action, state or process') – innocence, confidence, obedience, independence.*<br>*-ency (meaning 'quality, action, state or process') – frequency, decency, contingency, inefficiency, clemency.* |
| | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). | Read and understand selected words from the Year 5 list (selected from the statutory Year 5/6 word list). |
| **Maintaining a positive attitude to reading** | Recommend books and poems to their peers with reasons for choices, *e.g. contribute to a 'what are you reading?' display; give short, oral recommendations in small groups.* | Recommend fiction books or authors to their peers with detailed reasons for opinions, *e.g. add comments to card inserts for books in the class library or contribute to a reading blog.* | Recommend non-fiction books or texts to their peers with reasons for choices, *e.g. newspaper or magazine article, information books or websites.* |
| | Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal. | Prepare a poem to perform and learn by heart, e.g. classic narrative, limerick or haiku. Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is clear to an audience. | Prepare poems to perform and learn by heart, *e.g. poems with figurative language, including ones they have written themselves.* Use text marking, colour coding and annotations to support planning and rehearsal. Perform with intonation, tone, volume and action so the meaning is clear to an audience. |
| **Understanding the text** | Identify unfamiliar vocabulary and discuss possible meanings. | Work out the meaning of unfamiliar vocabulary using the context. | Explain the meaning of new vocabulary within the context of the text. |
| | Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, | Use commas to determine intonation and expression when reading aloud, e.g. commas used to:<br>• demarcate clauses (including | Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression. when reading aloud, *e.g. The cake was* |

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| | *e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'* | relative clauses);<br>• follow a fronted adverbial; avoid ambiguity. | *lovely – delicious in fact – so I had another slice.* |
| | Demonstrate understanding by using a range of active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. | Demonstrate understanding by using a range of active reading strategies, including drama, and capture thoughts in writing *e.g. freeze frames and thought tracking at different points in the story, writing in role.* | Demonstrate understanding by using a range of active reading strategies through book talk *e.g. stating and justifying opinions, considering the views of others and asking questions.* |
| | Using a piece of evidence identified by the teacher, *(e.g. a section of speech, or description of a character's behaviour),* draw inferences around the character's thoughts and feelings. | Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, *e.g. What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?* | Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings *e.g. Why did Bess pull the trigger in the poem 'The Highwayman'?* |
| | Use clues from characters' actions and speech to make plausible predictions. | Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes. | Predict consequences using a combination of information, including that which is stated and that which is implied. |
| | Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher, *e.g. When Lucy went through the wardrobe, she knew she had entered a new land.* Discuss and capture in writing. | Formulate a simple hypothesis related to non-fiction *(e.g. I think this author believes aliens could exist)* and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation. | Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. |
| | Discuss a theme within a text, identified by the teacher *e.g. rags to riches, difference, facing fear.* Explore how the theme acts as a one word summary of the story, identifying evidence to support this. | Discuss a theme, identified by the teacher, within a poem, *e.g. childhood, love, loyalty, betrayal.* Explore how the theme acts as a one word summary of the poem, identifying evidence to support this. | Explore and discuss themes within and across texts *e.g. select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.* |
| | Compare characters within a text, *e.g. two different characters, or the same character at key points on their journey through a story.* Capture in writing. | Compare settings within and across texts. | Compare the viewpoints of different characters, *e.g. of the same events.* |

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| | Distinguish between statements of fact and opinion within a text *e.g. persuasion.* | Distinguish between statements of fact and opinion within a text *e.g. magazines, information texts linked to cross curricular themes.* | Distinguish between statements of fact and opinion across texts, *e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.* |
| | Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. | Scan for key information in non-fiction texts and text mark *e.g. identify words and phrases which tell you …, or find three words or phrases which suggest that...* | Scan for key information and text mark in fiction and non-fiction *e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation.* |
| | Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. | Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation. | Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this. |
| | Answer questions and justify responses to the text using the PE prompt (Point + Evidence), *e.g. I think… I know this because the author says…* | Create responses to the text using the PEE prompt (Point + Evidence +Explanation), *e.g. children are given the point and evidence and they are required to provide the explanation.* | Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, *e.g. I think …(point) I know this because the author says…(evidence) This evidence shows that…(explanation).* |
| | Analyse the conventions of different types of writing *e.g. use of rhetorical questions or alliteration in persuasive advertisements.* | Identify how language, structure and presentation contribute to meaning in poetry, *e.g. limericks, haiku, poems on a theme.* | Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts *e.g. formal letter, persuasive speech, myths, legends.* |
| **Evaluating the impact of the author's use of language** | Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e*.g. It makes me imagine…, It's the author's way of saying…* | Explore, recognise and use the terms metaphor and simile. Explain the effect on the reader of the authors' choice of language, *e.g. It makes me imagine…, It's the author's way of saying…* | Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes. |
| **Participating in discussion** | Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons. | Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons. | Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons. |
| | Prepare and deliver a short oral presentation linked to fiction, *e.g. a character, author or book recommendation,* | Prepare and deliver a short oral presentation linked to non-fiction, e.g. another curriculum area. Include a specific | Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding |

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| | *explaining their understanding of what they have read.* | focus on the use of Standard English, e.g. avoidance of informal words such as 'stuff' and 'thing'; ensuring correct subject and verb agreement when using singular and plural (was/were). | of what they have read. Speak audibly and fluently with an increasing command of Standard English. |
| | Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion. | Following a presentation linked to reading, prepare questions using Standard English and then submit these to the speaker for response. | Using Standard English, respond to a question from an audience or group member following a presentation linked to reading. |

| **Year 5** | | | | | |
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| **apparent** | **cemetery** | determined | explanation | interfere | occupy |
| rhythm | amateur | communicate | develop | familiar | language |
| occur | **secretary** | ancient | community | **dictionary** | **foreign** |
| leisure | persuade | shoulder | **available** | **conscience*** | environment |
| forty | lightning | **physical** | soldier | **average** | **convenience** |
| equip (-ped, -ment) | **government** | muscle | programme | stomach | bargain |
| curiosity | excellent | **hindrance** | neighbour | queue | **temperature** |
| bruise | **desperate** | **existence** | individual | **nuisance** | recognise |
| twelfth | rhyme | **vegetable** | | | |

# WRITING

| Term | Autumn | Spring | Summer |
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| **Vocabulary, Grammar and Punctuation** | Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. *Prince Llewellyn had a baby son who was his pride and joy.* | Create complex sentences by dropping in a relative clause. e.g. Solar flares, which we see as sunspots, occur when magnetic energy is released. Use a range of relative pronouns: who, which, where, whose, when, that. | Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. *The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest.* |
| | | | Create complex sentences where the relative pronoun is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* |
| | Create and punctuate complex sentences using ed opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.* | Create and punctuate complex sentences using ing opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.* | Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing, e.g. *Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.* |
| | Demarcate complex sentences using commas in order to clarify meaning. | Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. | Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. |
| | Identify and use commas to indicate parenthesis, e.g. The lighthouse, which had been abandoned for years, towered above the town. | Identify and use commas to indicate parenthesis, e.g. The lighthouse, which had been abandoned for years, towered above the town. | Identify and use commas, brackets and dashes to indicate parenthesis. |
| | Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. | | Identify and use commas, brackets and dashes to indicate parenthesis. |
| | | Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. | Identify and use commas, brackets and dashes to indicate parenthesis. |

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| | Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*. | | |
| | Begin to use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently.* | Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently.* | |
| **Composition: Planning** | Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'.* | Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters.* | Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words.* |
| | Plan writing by drawing on a writing model, e.g. *chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation*. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. | Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. | Drawing on reading and research, create own plan for writing, *e.g. read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan*. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases. |
| | Examine how authors develop characters in books, e.g. *study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.* | Examine how authors develop settings in books, e.g. *study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.* | Examine how characters and settings are presented in films, *e.g. watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.* |
| **Composition: Drafting and Writing** | Show characterisation through the use of description and dialogue, *e.g. drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.* | Select appropriate structure, vocabulary and grammar to describe setting, e.g. *drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.* | Blend action, dialogue and description within and across paragraphs, *e.g. Following modelling, experiment with presenting a short scene from a film as a piece of written prose.* |
| | Improve a passage prepared by the teacher (*e.g. one written using an overused sentence opener or type) with a focus on* | During composition, use different sentence structures. Orally compose alternatives and select from these | During and after composition, independently, edit and improve own writing by using different sentence |

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| | *different sentence structures.* | according to effect created (see VGP). | structures (see VGP). |
| **Composition: Evaluating and Editing** | Proofread to ensure:<br>○ Consistent and correct use of tense throughout.<br>○ Consistent subject and verb agreement.<br>○ Spelling and punctuation errors are addressed. | Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
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| **Performing** | Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear *e.g. using an authoritative tone when delivering a persuasive speech.* | Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear *e.g. using intonation in response to commas or dashes which indicate parenthesis.* | Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, *e.g. performing their own poem.* |