READING

Term	Autumn	Spring	Summer
Book Band	**KS2 Red**	**KS2 Red/ Red Plus**	**KS2 Red Plus / Red Free Readers**
Word Reading	Work out unfamiliar words by focusing on all letters in the word, e.g. *not reading invitation for imitation.*	Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change *e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*	
	Use suffixes to understand meanings e.g. *-cious (meaning 'having' or 'full of') – malicious, suspicious.* *-tious (meaning 'having' or 'full of') – nutritious, cautious.*	Use suffixes to understand meanings e.g. -cial (meaning 'relating to') -official, special, artificial. -tial, (meaning 'relating to') – partial, confidential, essential.	
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
			Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
Maintaining a positive attitude to reading	Recommend books to their peers with detailed reasons for their opinions, e.g. *contributing to reading blogs, being a reading champion working with reluctant readers.*	Recommend books to their peers with detailed reasons for their opinions, e.g. *writing recommendation card inserts for books in the library, presentations within a reading assembly.*	Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. *recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.*
	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 (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.
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.
	Demonstrate active reading strategies through book talk e.g. *stating and justifying*	Demonstrate active reading strategies through book talk e.g. raising questions,	Demonstrate active reading strategies through book talk e.g. *challenging peers*

	opinions, considering the views of others and asking questions. Capture in reading journals.	justifying opinions and responding to different viewpoints within a group. Capture in reading journals.	*with questions, justifying opinions, responding to different viewpoints within a group.* Capture in reading journals.
	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.	Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
	Using evidence selected by the teacher (e.g. *the author's description, and from characters' actions and dialogue),* infer characters' thoughts and feelings.	Draw inferences around characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this?	Infer characters' motives from their actions, e.g. *Why did Fagin look after the boys? What evidence do you have to support this?*
	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.
	Formulate a simple hypothesis related to fiction *(e.g. I would not have enjoyed Dorothy's life on the farm in Kansas)* and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.	Formulate a simple hypothesis related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) 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.
	Compare characters within and across texts.	Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.	Compare texts written in different periods.
	Discuss a theme within a text, identified by the teacher e.g. *loss, friendship, survival.* Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	Using a selection of themes provided by the teacher *(e.g. ambition, fortune, power)* identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.	Recognise and discuss themes within and across a range of texts e.g. *hope, family, love, homes.*

	Distinguish between statements of fact and opinion within a text e.g. *biography, review of a play or performance.*	Distinguish between statements of fact and opinion within a text e.g. *web pages, newspapers.*	Distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
	Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting.*	Skim to gain an overall sense of the text.	Use a combination of skimming, scanning and close reading across a text to locate specific detail.
Evaluating the impact of the author's use of language	Explore, recognise and use the term personification. Describe its effect within a text.	Explore, recognise and use the term analogy, e.g. *Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses or Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.*	Explore, recognise and use the terms style and effect.
	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.	Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break onventions, e.g. *one word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.*
Participating in discussion	Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. *expressing opinions and preferences, and giving reasons.*	Build on the views of others courteously, e.g. I agree but also…; That's a thought…maybe…; Yes, and maybe…	Challenge the views of others courteously, e.g. I like that idea but have you thought about…; Ok, but what about looking at it this way…; I can see your point but…
	Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.	Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.	Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read.
	Prepare and deliver a short oral presentation linked to reading, e.g. about a character, famous person. Deliver to a small group, e.g. guided reading group.	Prepare and use visual aids to support an oral presentation linked to reading, e.g. *pictures, props, ICT.*	Prepare and use notes to support an oral presentation, e.g. cue cards.
	Respond to a question submitted by an	Using Standard English, respond to	Use formal language (e.g. the subjunctive;

	audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.	questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.	the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to…; My conscience requires that…; It could be argued that…; The proposed suggestion…

Year 6					
accommodate	**category**	disastrous	**immediate(ly)**	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	**profession**	sufficient
according	**competition**	**especially**	marvellous	pronunciation	suggest
achieve	**conscious***	exaggerate	**mischievous**	recommend	symbol
aggressive	controversy	**frequently**	**necessary**	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	**criticise (critic+ ise)**	harass	parliament	sacrifice	variety
awkward	**definite**	identity	prejudice	**signature**	vehicle
yacht					

WRITING			
Term	**Autumn**	**Spring**	**Summer**
Vocabulary, Grammar and Punctuation	Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*	Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: *similarly, although, additionally, another possibility, alternatively, as a consequence*.	Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.* Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*
	Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.	Identify and use of semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*	Edit and improve own writing by using **semi-colons** to mark the boundary between independent clauses e.g. *The day had finally arrived; it was destined to be one to remember*.
	Identify the subject and object of a sentence, e.g. *David Beckham* (subject) *had always excelled at sports* (object).	Explore and investigate active and passive e.g. in narrative writing, *The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.*	Explore and investigate **active** and **passive** e.g. Comparing and using phrases such as *Some people argue that…* (active) and *It has been argued that…* (passive) for use in debate.
	Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect).	Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).	Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. *I will have finished by tomorrow* (future perfect).
			Explore how **hyphens** can be used to avoid ambiguity e.g. *Tracey is the best- known cyclist in the competition* (Tracey is known better than every other competitor) versus *Tracey is the best known cyclist in the competition* (Tracey is the best of all the known competitors).

	Use subjunctive forms in formal speech and writing, focusing on *wish* and *if-* clauses e.g. *If I were to win the lottery, I would. ; I wish I were more tolerant.*	Explore, collect and use subjunctive forms within formal speech and writing, focusing on *requests* e.g. *The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.*	Edit and improve own formal writing and speech by using subjunctive forms e.g. *If I were to predict the future for these creatures…; The law requires that zoos be inspected annually.*
Composition: Planning	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *To share my opinion with other theatre- goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.*	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *to inform my classmates about a subject or person by writing an information hybrid text.*	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.*
	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 ideas and vocabulary on a written plan.*	Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.	Draw on similar writing models, reading and research to create own plan for writing, e.g. *watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.*
	Examine and compare how authors develop characters in books, e.g. *study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.*	Examine and compare how authors develop settings in books, e.g. *study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.*	Compare how characters and settings are presented in films and performances, e.g. *watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.*
Composition: Drafting and Writing	Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.		
	Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. *We will have cakes and drinks (informal); Refreshments will be provided (formal).*	Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.*	Select and discuss appropriate register for formal and informal purposes, e.g. *a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).*
	Blend action and dialogue within	Blend action and description within	Blend action, dialogue and description

	sentences and paragraphs to convey character and advance the action e.g. *She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'*	sentences and paragraphs to convey character and advance the action e.g. *He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.*	within sentences and paragraphs to convey character and advance the action e.g. *'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles* and tin kettles.
	Revise the use of different sentence structures, e.g. *simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.*	Revise the different sentence structures, e.g. *simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.*	When writing and editing, consciously control the use of different sentence structures for effect.
	Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. *animals – creatures, beasts, species, wildlife, birds,* mammals, they.	Use devices to build cohesion within and across paragraphs in narrative writing, e.g. *adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.*	Use a wide range of devices to build cohesion within and across paragraphs, e.g. *adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).*
			Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
Composition: Evaluating and Editing	Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: ○ Consistent and correct use of tense throughout. ○ Consistent subject and verb agreement. ○ Spelling and punctuation errors are addressed.	Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order 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.

Performing	Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. *adopting a formal tone when delivering a review.*	Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. *using intonation in response to punctuation to mark clauses.*	Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. *performing their own poem.*