Year 5 and 6 English Objectives- Reading and Spoken Language

Word Reading (To be taught throughout the year)
Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Narrative Units	
Spoken Language	**Comprehension**
Myths and Legends	
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	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 reference books or textbooks • increasing 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 • making comparisons within and across books understand what they read by: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • provide reasoned justifications for their views.

Stories from other cultures	
Pupils should be taught to: • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations *Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas*	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 reference books or textbooks • increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books understand what they read by: • predicting what might happen from details stated and implied • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views.
Film Narrative/ Visual Literacy	
Pupils should be taught to: • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations *Drama Opportunity- Eg. hot-seating of characters, freeze framing, conscience alley to explore dilemmas* *Chance to film their own narrative (ICT)*	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 reference books or textbooks • increasing 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 • recommending books that they have read to their peers, giving reasons for their choices • making comparisons within and across books understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

The presentation of time within narrative- stories with flash backs, stories within stories etc.	
Pupils should be taught to: • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations *Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas*	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes understand what they read by: identifying how language, structure and presentation contribute to meaning
Author study- comparison of narrative writing styles	
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations *Drama Opportunity- Eg. hot-seating of characters, conscience alley to explore dilemmas, freeze framing*	understand what they read by: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books
Play scripts- Shakespeare study unit	
Pupils should be taught to: 1. participate in discussions, presentations, performances and debates 2. gain, maintain and monitor the interest of the listener(s) 3. select and use appropriate registers for effective communication. *Drama Opportunity- Performance*	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 reference books or textbooks • increasing 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

Non- Fiction Units	
Spoken Language	**Comprehension**
Recounts	
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations *Drama Opportunity- e.g. hot-seating/ interviews*	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 reference books or textbooks • 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 understand what they read by: • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning
Explanation Texts	
Pupils should be taught to: • ask relevant questions to extend their understanding and build vocabulary and knowledge • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	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 reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • identifying how language, structure and presentation contribute to meaning • retrieve, record and present information from non-fiction
Non-chronological Reports	
Pupils should be taught to: • ask relevant questions to extend their understanding and build vocabulary and knowledge • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	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 reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes understand what they read by: • identifying how language, structure and presentation contribute to meaning • retrieve, record and present information from non-fiction

• Biography and Autobiography	
Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• 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 reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • identifying and discussing themes and conventions in and across a wide range of writing. understand what they read by: • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
• Persuasive Writing	
Pupils should be taught to: • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. *Drama Opportunity- Eg. Presentation*	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: • identifying and discussing themes and conventions in and across a wide range of writing understand what they read by: • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • distinguish between statements of fact and opinion • 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

Journalistic Writing	
Pupils should be taught to: • consider and evaluate different viewpoints, attending to and building on the contributions of others *Drama Opportunity- Eg. hot-seating/ interviews*	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 reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes
Discussion/ Argument/ Debate	
Pupils should be taught to: • listen and respond appropriately to adults and their peers • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances and debates • select and use appropriate registers for effective communication. *Formal debating- whole class*	Pupils should be taught to: • distinguish between statements of fact and opinion • 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.
Formal/ Impersonal Writing. Eg. Guide and Non-chronological reports	
Pupils should be taught to: • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • select and use appropriate registers for effective communication. *Presentation to class- use of ICT*	Pupils should be taught to: retrieve, record and present information from non-fiction

Poetry Units	
Spoken Language	**Comprehension**
Poetic form/ Thematic Poetry	
Pupils should be taught to: • speak audibly and fluently with an increasing command of Standard English presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) *Drama Opportunity- Performance of poetry*	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 reference books or textbooks • identifying and discussing themes and conventions in and across a wide range of writing • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume understand what they read by: • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Classic/ Narrative poetry (e.g. The Highway man/ Lady of Shallot)	
Pupils should be taught to: • speak audibly and fluently with an increasing command of Standard English presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) *Drama Opportunity- Performance of poetry*	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 reference books or textbooks • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume understand what they read by: • identifying how language, structure and presentation contribute to meaning
Performance poetry	
Pupils should be taught to: • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • select and use appropriate registers for effective communication. *Drama Opportunity- e.g. performance of poetry*	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 reference books or textbooks • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Year 5 and 6 English Objectives- Writing	
Writing- Transcription (To be taught throughout the year)	**Writing- Handwriting (To be taught throughout the year)**
Pupils should be taught to: • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with 'silent' letters, e.g. 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 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 write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
Narrative Units	
Writing Composition	**Writing Grammar, Vocabulary and Punctuation**
Myths and Legends	
Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Use of commas to clarify meaning or avoid ambiguity

Stories from other cultures	
Pupils should be taught to: plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) (Year 6) Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**
Film Narrative/ Visual Literacy	
Pupils should be taught to: plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) (Year 6) Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis** (Year 6) Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*)

The presentation of time within narrative- stories with flash backs, stories within stories etc.	
Pupils should be taught to: plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: - using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis** Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*)
Author study	
Pupils should be taught to: plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - evaluate and edit by: - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**
Play scripts- Shakespeare	
Pupils should be taught to: plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. draft and write by: - using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Non-Fiction Units	
Recount Writing	
Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
Explanation Texts	
Pupils should be taught to: • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) Indicating degrees of possibility using **adverbs** (e.g. *perhaps*, *surely*) or **modal verbs** (e.g. *might*, *should*, *will*, *must*) (Year 6) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Non-chronological Reports	
Pupils should be taught to: - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - assessing the effectiveness of their own and others' writing - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Biography and Autobiography	
Pupils should be taught to: - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - ensuring the consistent and correct use of tense throughout a piece of writing - proof-read for spelling and punctuation errors	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun

Persuasive Writing	
Pupils should be taught to: plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Indicating degrees of possibility using **adverbs** (e.g. *perhaps*, *surely*) or **modal verbs** (e.g. *might*, *should*, *will*, *must*) (Year 6) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*)
Journalistic Writing	
Pupils should be taught to: plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors	Revision of objectives from years 3-5 Use of the **passive** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken [by me]*). Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Discussion/ Argument/ Debate	
Pupils should be taught to: plan their writing by: - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using a wide range of devices to build cohesion within and across paragraphs evaluate and edit by: - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*) Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**
Formal/ Impersonal Writing and Non-chronological reports	
Pupils should be taught to: plan their writing by: - noting and developing initial ideas, drawing on reading and research where necessary draft and write by: - using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - proof-read for spelling and punctuation errors	Use of the colon to introduce a list **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*)

Poetry Units	
Poetic form/ Thematic Poetry	
Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*) (Year 6) How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*).
Classic/ Narrative poetry (e.g. The Highway man/ Lady of Shallot)	
Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)

Performance Poetry	
Pupils should be taught to: plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: • assessing the effectiveness of their own and others' writing • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*).